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ABSTRACT

The comprehension performance of Standard English (SE) and Black English (BE) speakers associated with language materials distinguished by segmental and suprasegmental features of black dialect was investigated. Also assessed was the nature of comprehension improvement on these materials by SE speakers who had been systematically exposed to black peer speech. Language materials consisted of tape-recorded narrative passages by black bidialectal speakers in four dialect conditions: SE segmentals and suprasegmentals; BE segmentals and SE Suprasegmentals; SE segmentals and BE suprasegmentals; and BE sigmentals and suprasegmentals. Results indicated (1) both SE and BE listener groups perceived the materials as representative of three dialect conditions; (2) BE listeners judged messages characterized by BE features significantly more comprehensible than did SE listeners; (3) the comprehension performance of SE speakers who received dialect training (SET) was approximately equal across the four dialect conditions; (4) the comprehension performance of SE speakers who listened to SE speech deteriorated in dialect conditions characterized by features of BE; and (5) SET error scores on word recognition were less than those of subjects without dialect training in dialect conditions characterized by features of BE. (Author/HOD)

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# STUDIES OF THE COMPREHENSION OF BLACK ENGLISH

by

EDWARD E. RUNDELL, M. A.

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DISSERTATION

Presented to the Faculty of the Graduate School of

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in Partial Fulfillment

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for the Degree of

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March, 1973

STUDIES IN THE COMPREHENSION

OF BLACK ENGLISH

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The present research focused on the comprehension performance of standard English (SE)-speakers and Black English (BE)-speakers associated with language materials which were distinguished by segmental and suprasegmental features of Black dialect. A further aim was to assess the nature of comprehension improvement on the same language materials by SE speakers who had been systematically exposed to Black peer speech.

Language materials consisted of narrative messages tape-recorded by bidialectical Black speakers in four dialect conditions: (1) SE segmentals and suprasegmentals (se/se), (2) BE segmentals and SE suprasegmentals (be/se), (3) SE segmentals and BE suprasegmentals (se/be), and (4) BE segmentals and suprasegmentals (be/be). Comprehension of the language materials was measured objectively, by use of a word recognition task in which subjects (Ss) identified a list of 16 words as occurring or not occurring in the stimulus message, and subjectively, by use of semantic differential scaling procedures which elicited responses related to the "comprehensibility" and "ethnicity" of the stimulus message.

This research was conducted in the form of two related studies. Study 1 focused on the comprehension performance of 32 SE and 16 bidialectical BE speakers associated with the language materials. In terms of objective measures, the hypotheses and results of Study 1 were:

1. The comprehension performance of bidialectical BE speakers was predicted to be approximately equal across the four dialect conditions. Results on the word recognition task supported this hypothesis.

2. The comprehension performance of SE speakers was predicted to deteriorate in dialect conditions characterized by features of Black dialect. Word recognition results supported this hypothesis, although this deterioration was significant only as it distinguished comprehension in the se/se and be/se dialect conditions.

3. Implicit in the statement of Study 1 hypotheses was the expectation that SE error scores on the recognition task would exceed those of BE speakers in dialect conditions characterized by features of Black dialect. This expectation was not met, however, as BE and SE listeners did not differ significantly in comprehension performance associated with any dialect condition.

Subjective responses to the language materials were raised as a question rather than an hypothesis. These results indicated that:

1. Both listener groups perceived the language materials as representative of three dialect conditions.

2. BE listeners judged messages characterized by BE features significantly more comprehensible than did SE listeners. Both listener groups rated messages characterized by SE segmental features significantly more comprehensible than messages which incorporated BE segmental features.

Study II focused on the nature of comprehension improvement on the language materials as a result of systematic exposure to Black dialect. Sixteen SE participants from Study I (SET) received dialect training in which they listened to approximately two hours of tape-recorded Black peer speech. The other 16 participants in Study I (SEC) listened to two hours of tape-recorded SE speech. Following the training period, Ss listened to the language materials and repeated the word recognition and semantic differential rating tasks which they had performed in Study I. In terms of objective measures, the hypotheses and results of Study II were:

1. Comprehension performance of SET listeners was predicted to be approximately equal across the four dialect conditions. Word recognition results supported this hypothesis.

2. Comprehension performance of SEC listeners was expected to deteriorate in dialect conditions characterized by features of BE. Word recognition results also supported this hypothesis.

3. The implicit expectation that SEC error scores on the word recognition task would exceed those of the SET group in dialect conditions characterized by features of Black dialect was met.

Subjective responses to the language materials indicated that the SET and SEC groups did not differ in judgments of the comprehensibility of Black dialect. Both training groups rated messages characterized by SE segmental features significantly more comprehensible than messages which incorporated BE segmental features.

VITA

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# CHAPTER 1

# INTRODUCTION

## Rationale

The interest in linguistic pluralism in the United States has produced a large body of literature on different dialects of English. Much of this literature characterizes these dialects in descriptive terms or in terms of a theory of generative grammar, and contrasts these characterizations with so-called standard English (SE).[1] As descriptions and contrasts of different dialects are developed, the behavioral parameters of comprehension associated with these descriptions require study.

The present study used the descriptive literature on one dialect of English, namely Black English (BE),[2] to formulate a behavioral issue regarding the comprehension of that dialect by listeners whose primary dialect is SE. Specifically, this research focused on the comprehension behavior of SE and BE auditors, measured both objectively and subjectively, associated with the controlled variation of SE and BE linguistic features in tape recorded messages. Presumably, persons who speak SE and are not regular speakers of BE will comprehend passages less well when those passages incorporate BE linguistic features as opposed to SE features. On the other hand, persons who are bidialectal in BE and SE should comprehend the passages equally well regardless of the dialect features imposed on the message. Furthermore, it was expected that if a nonuser of BE is trained in comprehension of that dialect, his

comprehension of messages distinguished by variation of BE and SE linguistic features should approach that of the bidialectal speaker. That is, the difference in comprehension of passages in SE and BE should be less for listeners trained in Black dialect as opposed to comprehension differences in the two dialects for untrained auditors.

The behavioral issues outlined above, however, cannot be adequately stated without the consideration of a variety of preconditions. Specifically, those features which are taken to mark Black dialect must be defined and operational measures of comprehension behavior must be established. The remainder of this chapter is devoted to developing these conditions and, eventually, to stating several hypotheses reflective of the foregoing, more general, issues.

## Related Literature

### Linguistic Description of BE

The development of a thorough linguistic description of BE is a relatively recent focus of language research. Data on characteristics of Black dialect have emerged from structural language studies within linguistics and urban language studies within sociolinguistics. Taken together, the information accumulated in these related fields of inquiry provided an adequate, though still incomplete, description of the BE linguistic system.

#### Structure of BE

Much of the linguistic literature on BE reflected an attitude

that this system involved only minimal contrasts with SE and that descriptions of the latter dialect could be adjusted to account for the structures of BE (c.f., Kurath, 1949, and McDavid, 1965). Only recently has the serious attention of linguists been directed to the analysis of the structure of BE as a distinct linguistic system. For reasons subsequently developed, the present research was limited to the influence of BE phonological features on comprehension performance. The discussion of the BE linguistic system below, therefore, has focused particularly on features of BE phonology.

Stewart (1967) has been one of the leading advocates for consideration of BE as a unique linguistic system. According to Stewart, African slaves brought to the New World a form of English as their lingua franca. This English, however, was a pidginized version which was subsequently passed on to other slaves as a creole language. Although this creole language ultimately merged with other dialects of English, structural traces of the original creole are still found in BE. For example, the BE zero copula and subject pronoun repetition features also appear in Gullah Negro speech, in JamaicanCreole, and in West African Pidgin English, but do not occur in SE or in white nonstandard English speech. Thus Stewart concludes:

> These correspondences are much too neat to be dismissed as mere accident. Rather, they seem to indicate that at least some of the particular syntactic features of American Negro dialects are neither skewings nor extensions of white dialect patterns but are in fact structural vestiges of an earlier plantation creole, and ultimately of the original slave-trade pidgin English which gave rise to it (Stewart, 1968, p. 18).

In arguing the case for the historical uniqueness of Black dialect, Stewart concomitantly advanced the understanding of the structure of BE.

Other linguists have posited arguments similar to Stewart's regarding the legitimacy of BE as a distinctive linguistic system separate and apart from SE. Dillard (1968), for example, has traced the genealogy of syntactic features which are peculiar to Black dialects back to African and Caribbean sources. In doing so he relied on what Loflin (1967) refers to as the "habitual 'be'" to illustrate the structural divergence of the BE verb system. In another instance he referred to the zero copula and the lack of gender distinctions in the speech patterns of Negro children as examples of unique BE language phenomena (Dillard, 1967).

Although some linguists like Stewart and Dillard have modified their perspective and now approach BE as a linguistic system distinct from SE, and although their fragmented research has rendered a somewhat more precise description of the linguistic forms of Black dialect, particularly its grammatical forms, there are inherent weaknesses in the structural language research methodology. First, much of the research has been historical in nature; that is, arguments regarding the originality of Black linguistic features have been based on structural parallels with African and Caribbean pidgins and creoles. Second, much of the description has been based on written records (c.f., Stewart, 1968); these characterizations of the BE linguistic system therefore, have been based on incomplete and biased language samples. Also, the bulk of the studies focused on specific syntactic features and, as a result, no holistic structural description of BE has yet been posited. Finally, and perhaps most

importantly, the structural language studies have not yielded a large body of data from which to argue the uniqueness of BE. As Shuy has observed:

> Historically, linguists have formulated theory from individual rather than group performance. They have had to generalize about what constitutes 'standard' or 'nonstandard' from intuitive judgments or from very limited data[3] (Shuy, Wolfram, and Riley, 1968, p. v).

In sum then, the structural linguists have approached BE phenomenologically, focusing on isolated observations of linguistic occurrences without attempting to characterize quantitatively the realization of distinctive BE features across a broad range of contexts by a large number of speakers.

Urban language research has compensated for the failure of structural linguistics to generate quantitative data from which to argue the distinction of Black dialect. The bases for much of the descriptive literature on features of BE are the urban language studies conducted in New York City (Labov, 1966, 1968), in Detroit (Shuy, Wolfram, and Riley, 1968), and in Washington, D. C. (Loman, 1968). The primary focus of these studies has been on the correlation of specific linguistic features with demographic features such as social class, age, sex, and ethnicity. Concomitantly, however, this research has gathered a BE language corpus from which an adequate description of linguistic features can be derived.

Although Labov's (1966) study of the social stratification of linguistic variables in New York City is considered to be one of his most comprehensive research efforts, it was his subsequent research in Harlem (1968) which focused on distinctive linguistic features of BE. More specifically, in the Harlem research, Labov analyzed the language of Black adolescent peer groups--i.e., street gangs--obtained in unstructured

interview settings. His structural description of Black dialect included grammatical as well as phonological features and their contrasts with similar structures in the SE linguistic system. The phonological contrasts may be summarized as follows:

1. The degree of "r-lessness" in BE is several stages advanced over SE, with intervocalic r sometimes deleted, and word-final r almost always deleted.
2. Vocalization of l is generalized beyond that of SE.
3. BE carries consonant cluster simplification further than SE. While SE speakers drop morphophonemic t and d before consonants and almost nowhere else, BE speakers consistently simplify clusters. In BE the simplification rule is almost categorical for st, sp, and sk clusters.
4. The BE cluster-simplification rule is extended to cover final single consonants, an extension not found in SE.

The research of Shuy, Wolfram, and Riley (1968), in the Detroit Urban Language Study, paralleled that of Labov in New York City. Data in Detroit were obtained from three age groups (adults, adolescents, and pre-adolescents) in four social classes (upper-middle, lower-middle, upper-working, and lower-working) in structured interview situations. The original research report focused on two grammatical variants, multiple negation and pronominal apposition, and one phonological variant, syllable-final nasal realization. Wolfram (1969), however, has analyzed the linguistic data from the same Detroit corpus more extensively. Wolfram selected samples obtained from a total of 48 Black subjects in the study,

balancing age and social class variables. The analysis included a larger number of grammatical variables (zero copula, invariant "be," suffixal "-z," and multiple negation) and phonological features (consonant cluster simplification, voiced and voiceless "th" substitutions, and "r" and "l" production). Wolfram's results confirm Labov's conclusion regarding distinctive phonological and grammatical features of BE which may be contrasted with similar features in the SE linguistic system. The unique phonological features discussed by Wolfram are:

1. There is a significant difference between SE and BE groups on morphophonemic cluster simplification, particularly in consonant and plural "s" environments.
2. SE is characterized by a highly significant absence of morpheme-medial and -final "th" substitutions; such substitutions were frequent in BE, especially in samples of lower-working Blacks.
3. When preceded by a vowel or constricted "r," the SE voiced stops "b," "d," and "g" may be realized as "p," "t," or "k," respectively, or may be deleted altogether. Both deletions and "t" were found in all social classes in both groups, but there was a significant difference in frequency distinguishing SE and BE speakers.
4. SE speakers showed rare instances of "r" absence, but within the BE group these instances of omission increased significantly.

Loman (1968) has transcribed the BE language samples obtained

in the Washington, D. C., Urban Language Study. This corpus consisted of the spontaneous speech of Black pre-adolescents interacting in structured and unstructured settings with peers and adults. Although the Loman transcriptions reflected grammatical and phonological characteristics similar to those obtained in New York and Detroit, the volume was especially significant because it reported not only the segmental aspects of BE phonology represented in the samples, but the suprasegmental aspects as well. More thorough documentation of the intonation and stress patterns characteristic of the BE samples is forthcoming; however, Loman (unpublished manuscript) has summarized several of the distinctions between the white SE interviewer's paralinguistic features--specifically pitch, stress, and juncture patterns--and those of the BE informants. Some of these distinctions are:

1. Juncture final / | / appears to occur in a wider range of sentence positions in the speech of Blacks; this feature occurred only after the interjections /mmm/ and /mm/ in the white speech samples.
2. Juncture non-final / | / terminating certain sentence types occurred more in the samples of SE than in the Black speech corpus.
3. In declarative sentences terminated by juncture /#/, the primary contour pitch pattern /-32/ has greater frequency in Black speech samples.

There are, however, a number of limitations in interpreting the SE-BE prosodic contrasts suggested by Loman, main of which is the restricted size

of the SE corpus, i.e., the speech samples from the white interviewer participating in the study.

These descriptions of grammatical and phonological characteristics of BE and studies of the social stratification of linguistic variants by urban language research groups have spawned similar efforts in other areas of the United States. Legum, Pfaff, Tinnie, and Nicholas (1971) have analyzed the speech of Black children in Los Angeles. Galvan and Troike (1969) are continuing an investigation of the linguistic structure of BE reflected in speech samples obtained from approximately 200 informants in five East Texas communities. Anshen (1969), replicating an earlier study of Levine and Crockett (1966) in a Piedmont community, has examined the realization of four phonological variables ("-ing," postvocalic "r," word-initial "dh," and word-initial "th") by both black and white speakers in the community. His findings substantiate conclusions drawn in other urban language studies that blacks and whites speak different varieties of English.

The impact of the urban language studies is their consistent documentation of a linguistic network referred to as BE in diverse geographical regions of the United States. In addition to marked correlations of linguistic variants with social class, these studies have generated strong support for the assertion that BE is a highly-structured linguistic system with distinct grammatical, phonological, and lexical forms. Furthermore, these studies have compiled a substantial corpus of BE language samples from which to argue these distinctive structures.

The primary conclusion in both the structural linguistic and

sociolinguistic literature has been that descriptions of the linguistic forms of BE contrast sharply with those of SE. Although researchers disagree about the historical origins of Black dialect and about the level of its distinctiveness, i.e., at the deep structure or surface structure level, and although no complete structural description of BE has been forwarded, there has been considerable agreement on the presence of consistent lexical, phonological, and grammatical forms within the structure of BE.

## BE Features Selected for Study

When a monolingual speaker of English does not understand a message spoken in French, his failure to comprehend the message is related to the unique grammatical, lexical, and/or phonological forms of the French language. Likewise, when a speaker of SE fails to comprehend a message spoken in BE, his difficulty might be associated with the lexical, grammatical, and/or phonological features of Black dialect. Given the definition of specific structures which contrast the linguistic systems of BE and SE, the question becomes which of these forms is most likely to create comprehension difficulty for nonspeakers of BE. In other words, which of the unique features of Black dialect interferes with comprehension by SE listeners?

The present research analyzed only the effect of SE and BE phonological contrasts on comprehension behavior. It was expected that comprehension of messages by "monodialectal" SE listeners and bidialectal Black listeners will be differentiated according to the degree of BE phonology imposed on the messages.

The analysis was limited to phonological contrasts for several reasons. First, a recurrent language research conclusion has been that the widest and most consistent contrasts between SE and BE can be characterized in terms of phonology. Although several well-known grammatical structures can be posited, i.e., the invariant "be" in BE, most of these contrasts are closely linked with a particular phonological pattern. Loflin's (1967) study of the verb structure of BE, for example, has been criticized because he neglects a phonological pattern which could explain the absence of most past tense "ed" suffixes in Black dialect (Wolfram, 1971). Also, the absence of the possessive marker in BE ("John - cousin") has been contrasted with the presence of the marker in SE ("John's cousin"). This contrast, however, was based on the realization or lack of realization of the "s" phoneme. There has been some evidence that BE speakers who omit the final "s" sounds may do this across a range of contexts, whether of grammatical significance or not (Sobin, 1971). Thus, while grammatical implications may be associated with "s" omission, this phenomenon can also be phonologically predicted. Finally, Fasold and Wolfram (1970) have argued that the deletion of the final "l" accounts for the use of "be" to indicate future time in BE. That is, the future modal, "will," is contracted to the "ll" form and is subsequently deleted completely according to BE phonology. This phenomenon yields sentences perceived as grammatically different (i.e., "He be going to town soon"), but this difference is the product of BE phonological patterns. In these situations, then, it is a question whether the phonological or syntactic aspects of Black dialect, or the interaction of the two systems, creates comprehension difficulties for the SE listener.

Contrasts in the SE and BE lexicons have been dismissed as a primary factor in comprehension difficulties associated with Black dialect for several reasons. The most important of these is that the lexical distinctions of BE are the most localized and hence the least general features of the dialect. Furthermore, many of the unique lexical items of BE are frequently assimilated and popularized in the mainstream SE vernacular. Thus, special meanings for words like "cool," "dude," "chick," and "charley," while originating in Black dialect, eventually become a part of the SE speaker's lexical inventory.

Given the limitations of grammatical and lexical contrasts in the explanation of an SE speaker's comprehension difficulty in Black dialect, phonology was the logical starting point in the analysis of comprehension behavior associated with BE.

The phonological level of language has generally been conceptualized as a bifurcated structure (Gleason, 1961). That is, one aspect of phonology is composed of individual sounds, or phonemes, of the language. These phonemes are referred to as the "segmental" features of the language. The intonation, stress, and rate patterns comprise the second aspect of phonology, and are referred to collectively as "suprasegmental" features. Although several phonological contrasts--both segmental and suprasegmental--between SE and BE have previously been demonstrated, only certain of these contrasts have been included in the present research.

## Segmental Features

The segmental contrasts of BE and SE do not result from different

sound inventories; that is, the segmental phonemes of BE are identical to those in SE. Rather, the segmental contrasts between SE and BE occur in those situations where these sounds may or may not be realized, and where allophones are formed. The voiceless "th," for example, is a part of the sound repertoire of SE and BE speakers. In BE, however, the "f" phoneme becomes an allophone of the voiceless "th" and occurs in place of the latter phoneme in certain environments. Thus the SE /boθ/ is realized in BE as /bof/. Likewise, the SE "toll" is homophonous in BE with "toe" as a result of "l" deletion in certain environments in the latter dialect.

Although several segmental contrasts between SE and BE have been demonstrated, the present research incorporated four fundamental distinctions reported by Fasold and Wolfram (1970). These distinctions, based on different frequency of occurrence distributions in SE and BE, are realized in the production of:

1. Plosives,
2. Fricatives,
3. Glides, and
4. Word-final consonant clusters.

Table 1 summarizes these contrasts between SE and BE according to each segmental feature.

## Suprasegmental Features

Herskovits (1941) recognized distinctive suprasegmental characteristics of Black speech and indicated their significance when he wrote:

TABLE 1

SUMMARY OF SE-BE CONTRASTS ON FOUR SELECTED SEGMENTAL FEATURES

| Feature | SE | BE |
|---|---|---|
| Plosive | Voiced and voiceless distinctions are maintained in the final position. | Voiced plosives tend to devoice in the final position; plosives generally tend to weaken in the final position. |
| Fricative | Voiced "th" occurs in all positions, but may be devoiced in "with." | Voiced "th" becomes "d" in the initial position, "d" or "v" in medial positions, and "d," "v," or "f" in final positions. |
| Glides | "r" occurs initially and medially between two vowels in most SE varieties; some omit "r" in the final position or preceding a consonant. | "r" does not occur between two vowels, nor does it appear finally, or preceding a consonant. |
| | "l" is realized initially, medially, and finally. | "l" does not always occur finally, and may not occur before "t," "d," or "p." |
| Initial and Final Consonant Clusters | Thirteen initial clusters contain "r." | "r" tends to disappear after the voiced "th," "p," "b," "k," and "g." The "str" may become "skr." |
| | Final consonants are generally realized. | Tendency is to simplify the cluster. |

> Such matters as the fate in the New World of the tonal elements in West African speech, where, as has been indicated, tone has semantic as well as phonemic significance, remain to be studied. . . . That the peculiar 'musical' quality of Negro English as spoken in the United States and the same trait found in the speech of white Southerners represents a nonfunctioning survival of this characteristic of African languages is entirely possible, especially since this same 'musical' quality is prominent in Negro-English and Negro-French everywhere.

In spite of Herskovits' early observation of distinctive tonal qualities of Black speech, the description of suprasegmental features of BE phonology has not been developed as thoroughly as the description of segmental features. However, it is possible to reason from Loman's preliminary results cited previously, that certain contrasts in the prosodic schemes of SE and BE might create comprehension difficulties for the SE speaker when a message is delivered according to BE suprasegmental patterns.

Unpublished research by Williams and Rundell (1972) indicated that some versions of BE are markedly more difficult to comprehend than others. A group of 30 SE speakers listened to tape recorded stimulus items which consisted of words, phrases, or sentences edited from the tape recordings of BE speakers obtained in the Washington and Detroit urban language studies. The Washington language samples were characteristic of interpersonal Black peer speech. By contrast, the Detroit language samples were comprised of responses of Black children to the interview probes of a SE-speaking fieldworker. After each item was played, subjects recalled the stimulus by writing the word, phrase, or sentence. Results on this recall task indicated that work intelligibility in the interpersonal Black

peer speech samples was considerably lower for SE listeners than was the word intelligibility of the responses in Black dialect to the interview probes. Although no formal analyses of the suprasegmental aspects of the two samples are available, the greatest contrast between the two, based on informal observation by the experimenters, appeared to be in the supra-segmental dimension of BE phonology. The most obvious contrast between the two samples involved rate; that is, Black peer speech was delivered much faster and involved fewer pauses than the more deliberate interview speech patterns.

Given the limited data available on the intonation, stress, and juncture patterns of Black dialect and the readily observable feature of rate in Black speech, the present research focused mainly on contrastive SE-BE rate differences as a variable in comprehension behavior. This limitation was further motivated by practical constraints in production discussed in Chapter 2. Briefly, however, bidialectal Black speakers employed to record the test messages readily produced rate differences in the messages, but could only isolate pitch, stress, and juncture features with occasional consistency. Thus, contrastive rate differences are posited with confidence; although there are differences in other prosodic features, these are not as consistent as rate differences.

## Comprehension of BE

Stewart (1970) has observed that aspects of phonology can render a speaker of BE dysfunctional in exchanges with whites who speak SE. He states:

> One way is for minor pronunciation differences between a nonstandard dialect and standard English - each one perhaps trivial by itself - to pile up in an utterance to such an extent that the nonstandard version becomes unintelligible to a middle-class listener, even though in grammar and vocabulary it may be quite similar to its standard equivalent. Thus, a nonstandard version of 'I don't know where they live' might, in one dialect, become cryptic to the standard-speaking listener merely because of its being pronounced something like 'Ah 'own know wey 'ey lib' (p. 354).

Given the documentation of consistent segmental and suprasegmental contrasts between SE and BE, and observations such as Stewart's above concerning the effects of such contrasts on comprehension, it becomes necessary to inquire about the theoretical bases for comprehension differences, the objective and subjective measures of comprehension, and the results of previous research on the comprehension of Black dialect.

## Theoretical Bases for Comprehension Differences

The basic postulates in the present research were that SE and BE listeners would differ in their comprehension of messages distinguished by varying degrees of BE phonology, and that the SE speaker's comprehension could be improved as a result of systematic listening to Black dialect. The assumption was that theories or models of the comprehension process existed which would render these postulates plausible. Although no complete theory of comprehension has been proposed, explanations of speech perception--a fundamental element of speech comprehension--have been posited which accomodate the differences suggested in the present research.

Licklider (1952) has classified explanations of speech perception into three types. Correlation models presume that the listener

possesses a template of every possible speech segment and that perception occurs through a process of matching an input string against these templates. By contrast, filtering models posit combinations of filters sensitive to intensity-frequency-time acoustic patterns which activate analyzers which, at a deeper level, represent the syllables and words recognized by the listener. Both the correlation and filtering explanations of perception are inadequate and "fail in the face of real complexity" (Neisser, 1967, p. 190). The third type of explanation, captioned the "motor theory of speech perception," was originally forwarded by Bergson (1911). The modern exponent of the motor theory, Liberman, has summarized the approach: ". . .speech is perceived by reference to articulation - that is, that the articulatory movements and their sensory effects mediate between the acoustic stimulus and the event we call perception" (Liberman, 1957, p. 122). Perhaps, the most serious flaw in the motor theory explanation of speech perception is that it goes too far; that is, it is arguable that speech perception occurs even if articulatory muscles are not moved (Neisser, 1967, p. 192).

The most viable model of speech perception currently is the analysis-by-synthesis model proposed by Halle and Stevens (1959, 1964). More abstract than the motor theory, analysis-by-synthesis ". . . does not regard perception as a covert form of motor behavior; instead it views perception as a variety of silent calculation, a type of calculation at which man is particularly adept" (Halle and Stevens, 1959, D - 7). Thus Neisser (1967) summarizes the analysis-by-synthesis approach: "One makes a hypothesis about the original message, applies rules to determine what

the input would be like if the hypothesis were true, and checks to see whether the input is really like that" (p. 194). Elaborating on the explanatory power of the analysis-by-synthesis approach, Stevens (1960) stated the crux of the theory as it applies to the present research:

> The order in which different articulatory descriptions are tried may depend in part on data from a preliminary analysis of the signal, in part on data from previous spectra, and part on the results of previous trials on the spectrum under analysis (p. 50).

This reliance on data from "previous spectra" represents an appeal to context and expectation. Neisser (1967) describes the context penumbra of analysis-by-synthesis as follows:

> The relevant context is not limited to the preceding words of the speaker. Any factor which predisposes the listener to synthesize one utterance rather than another will affect speech perception. Expectation, familiarity, and perhaps preference can play the same roles in hearing that they do in vision [emphasis added](Neisser, 1967, p. 196).

It was this analysis-by-synthesis model which provided a theoretical touchstone for predictions in the present research related to SE and BE listeners' comprehension of tape-recorded messages distinguished by BE segmental and suprasegmental features, and for predictions of comprehension improvement resulting from listening to Black dialect. More specifically, analysis-by-synthesis led to the following expectations:

1. Because the SE speaker tests the input string against a set of rules based on SE phonology, while the bidialectal BE speaker's rule repertoire accomodates SE or BE phonological features, it was expected that messages which incorporated BE segmental features would be comprehended less well by SE auditors than those which were comprised of SE features.

However, bidialectal Black speakers would comprehend these messages equally well. Furthermore, increased familiarity with the segmental features of BE, in terms of rule-selection or rule-formation, resulting from listening experiences with Black dialect was expected to modify the SE listeners' comprehension such that those SE speakers who had been systematically exposed to Black peer speech should comprehend messages which include BE segmental features more efficiently than SE speakers who had not received this exposure to Black dialect.

2. It was expected that the SE speaker, familiar with the deliberate rate patterns in his own dialect, would comprehend messages less well if those messages were delivered in the faster rate patterns characteristic of Black dialect. However, the bidialectal Black speaker, accustomed to rapid rate in BE, was expected to comprehend the messages with equal facility regardless of the rate of delivery. Also, SE listeners who, as a result of listening to Black peer speech, were familiar with and expected faster rate which was associated with BE would comprehend messages incorporating BE suprasegmental features more efficiently than SE listeners who had not had these listening experiences.
3. Presumably, the SE listener could refer to contextual cues to identify BE allophones in messages recorded with BE

segmental features. However, the increased rate associated with Black dialect, coupled with the SE auditors' expectations of a more deliberate speech rate, should restrict the amount of contextual cues available to the SE listener in messages recorded at rates typical of Black peer speech. Thus SE listeners' comprehension of messages recorded with BE segmentals would exceed comprehension of messages incorporating BE suprasegmentals. Bidialectal Black listeners, on the other hand, familiar with both the segmental and suprasegmental features of Black dialect, should comprehend the messages equally well regardless of the phonological features which distinguish them. Also, SE listeners who had been systematically exposed to Black peer speech were expected to reflect increased familiarity with the phonological features of Black dialect and thereby comprehend messages characterized by BE segmental or suprasegmental features equally well.

Measures of Comprehension

In the present research, two issues were considered relevant to SE and BE listeners' comprehension behavior associated with the variation of phonological features of Black dialect in the test messages and the modification of the SE listeners' comprehension as a result of listening experiences with Black peer speech. An initial question was whether the listener did, in fact, recognize the individual words which comprised the

message and thereby understand message content. This issue implied an objective measure of comprehension of the test messages. A second and multifaceted question was whether the listener responded differently to the test messages according to the dialect used in the message. That is, did the listener perceive the test messages as representing different dialects of English? Did the listener feel he understood the messages equally well in the different dialect conditions? And did he respond differently to the samples in terms of the "standardness" of the dialect? These latter questions necessitated the use of subjective measures of comprehension behavior.

Objective Measures of Comprehension

A variety of objective measures of "retention" have been developed in psychological studies of verbal learning. These measures of retention were relevant to the present research on comprehension in that comprehension of the stimulus items was assumed to have occurred prior to storage in long or short term memory.

Hall (1971) categorized retention measures according to the nature of the task involved. The two most widely used types of tasks are recall and recognition. Recall measures require the subject to reproduce or recall the complete stimulus; the specific measure is the number of errors or correct responses in recall. Such measures include oral and written recall of lists of sentences either in the absence of prompt words (c.f., Rohrman, 1968, and Martin and Roberts, 1966) or in response to them (c.f., Blumenthal, 1967). Recall tasks have been administered immediately

after the presentation of the stimulus items, or intervening tasks such as counting backwards (c.f., Martin, Roberts, and Collins, 1968) or adding a list of digits (c.f., Perfetti, 1968) have been incorporated. Although recall tasks are viable objective measures of comprehension, such tasks have been most frequently used in assessing retention of individual word lists or isolated sentences. Since the present research focused on comprehension of test messages comprised of several sentences--or connected discourse--the recall tasks which require exact reproduction of stimuli were not easily feasible.

An alternative measure of comprehension, the recognition task, requires the subject to identify material presented previously. According to one variation of the recognition measure, the subject is presented with a series of items, with instructions to respond to those items in terms of whether those items had been presented previously (Hall, 1971). Shepard and Teghtsoonian (1961), for example, presented subjects with a list of three-digit numbers for study. Following a specified time interval subjects were given a second list of three-digit numbers, some of which were presented on the original list. The subjects' task was to identify each item on the second list as "old" (occurred on the first list) or "new" (did not occur on the original list). Sachs (1967) has applied a recognition task similar to that of Shepard and Teghtsoonian in a study of retention of connected discourse. Subjects listened to a message comprised of several sentences and then identified each sentence in a series of isolated sentences as "identical" (exactly as produced in the original message) or "changed" (varied from its form in the original message).

The objective measure of comprehension used in the present research was based on the Shepard and Teghtsoonian recognition technique and has been applied to connected discourse in a manner similar to Sachs. That is, a series of test messages recorded in different dialects of English were played for subjects. Following each message the subjects' task was to identify each word in a series of words according to whether the word occurred in the previous message. The number of errors in identification was assumed to reflect the degree to which the subject comprehended the test message (Hall, 1971).

Responses on the recognition task may be quantified in terms in addition to the number of words correctly identified. Response latency, or reaction time, has been frequently used as an objective measure in studies of verbal behavior (c.f., Peterson, 1965; Brown and Huda, 1961; Shapiro, 1968). Sternberg (1966) has focused on latency of response in a recognition task similar to that of Shepard and Teghtsoonian described above. Subjects were presented a list of three-digit numbers for study and were subsequently required to decide if each number in a second list of three-digit numbers had occurred on the prior list. Stewart and Gough (1967) extended Sternberg's methodology to test the retrieval of symbolic information from immediate memory. Subjects were presented a list of sentences for study and were subsequently required to identify word pairs according to whether each pair had been presented in the previous sentence. Response latencies were interpreted as reflecting the degree of involvement of constituent structure in the retrieval of linguistic information from immediate memory.

Given these applications of latency measures in conjunction with recognition tasks, the present program of research initially incorporated reaction time as an objective measure of message comprehension. More specifically, it was expected that variation in response latency would indicate the nature of rule-constraints involved in analysis-by-synthesis speech perception. Presumably, the accomodation of BE phonological rules by the SE listener could be characterized as a process of either "rule-selection" or "rule-formation." In the former instance the SE speaker was assumed to possess the phonological rules to account for segmental and suprasegmental features of Black dialect and had only to develop facility in selection of these lesser-used rules. By contrast, it was assumed that some rules needed for comprehension of BE had not yet been developed by the SE speaker, and that these rules would be formulated and incorporated in the comprehension system only after contact with Black peer speech. Thus, it was reasoned that by focusing on both speed and accuracy in the comprehension process, it would be possible to determine the nature of this accomodation for the phonological characteristics of BE. Latency variance in comprehension should reflect variations in rule-selection, whereas accuracy variation should reflect rule-formation. Low accuracy scores could be interpreted as indicating a need for rule-formation; high accuracy scores coupled with long latencies should indicate rule-selection demands.

## Subjective Measures of Comprehension

The subjective questions posited in the present research assumed

the existence of measures which quantify attitudinal responses to the various test messages. Although several reliable attitude measures were available, i.e., the method relying on equal appearing intervals (Thurstone and Chave, 1929) and the method of summated ratings (Likert, 1932), this study incorporated the semantic differential scaling procedure developed by Osgood, Suci, and Tannenbaum (1957). The semantic differential measure consists of bipolar sets of adjectives on opposite ends of seven interval scales, such as:

good _____:_____:_____:_____:_____:_____:_____: bad

Typically subjects are asked to respond to some stimulus according to a given set of scales developed for that stimulus.

Most relevant to the present research were applications of semantic differential measures in defining the dimensions of teacher attitudinal responses to language samples of children from different ethnic and socioeconomic backgrounds (Williams, 1970). In view of the previous application, the semantic differential technique has been selected as a viable measure of subjective responses to the test messages in the present research.

Research in Comprehension of BE

Although contrastive linguistic features of SE and BE have been identified and objective measures of comprehension have been considered, there has been only limited application of these measures to assess the effects of linguistic variation on message comprehension. Studies which have assessed the relationship between comprehension and dialect differences have generally focused on the comprehension by Blacks of SE linguistic

forms, particularly, syntactical forms (c.f., Salzinger, Salzinger, and Hobson, 1967, Baratz and Povich, 1967, and Baldwin and Baldwin, 1970). Baratz (1970) has focused on the performance of Black and Anglo school children on a sentence repetition task, particularly as their performance was related to variation of the dialect of the stimulus sentences. Her results indicated that Anglo subjects were superior to Blacks in repeating SE sentences, but that Blacks were superior to Anglo subjects in repeating BE sentences. However, the Baratz research was also limited to the variation of syntactic forms; no manipulation of phonological or lexical forms was attempted.

Weener (1967) investigated the influence of phonetic, syntactic, and semantic dialect differences on communication between persons from different dialect communities. Stimulus items consisted of tape recordings of SE and BE adult speakers reading word lists which were prepared in three approximations-to-English-word-order. In an immediate recall task, Black and Anglo first and fifth grade children listened to the stimulus recording and then repeated as many of the words as they could remember. Results indicated a significant difference in recall for the Anglo children on the SE and BE samples related to phonological features only. More specifically, the Anglo children's recall performance on Anglo stimuli exceeded their recall performance on Black stimuli. However there was no difference in recall for Black children between Anglo and Black stimuli. Furthermore, no significant differences were reported for either group as a result of syntactic or semantic features.

Troike (1969) has described how SE speaking teachers, when

confronted with BE speaking students, gradually build a "receptive competence" in the different dialect and improve their comprehension of Black speech. Empirical evidence of Troike's observation has been presented by Williams and Rundell (1971), who demonstrated that SE speaking teacher candidates could improve their comprehension capabilities in BE as a result of systematic exposure to the dialect via tape recorded listening experiences. Word recognition tests, in which the students would hear a word, phrase, or a sentence in BE and write what they heard, were used to determine the effects of listening experiences in Black peer speech. In order to test whether the use of transcripts of the listening experiences would help the student bridge the phonologic barrier and thereby increase the benefits of the listening sessions, subjects were assigned to a transcript group (listening accompanied by a written transcript of the conversation) or a nontranscript group (listening without the aid of a transcript). Analyses of the word recognition results revealed:

1. Significant increases in comprehension ability from pre to posttest for each listening session;
2. An increase in recognition performance across the sessions; and
3. Greater increases in comprehension ability for the transcript group.

The main generalization was that taped listening experience in Black peer speech does increase an individual's comprehension of BE.

Despite the recent description of contrastive SE and BE linguistic forms and the development of objective measures of comprehension, there has been only limited research on the influence of dialect variation on message comprehension and on the improvement of comprehension performance as a result of dialect training. Thus, while it may be axiomatic to state that SE speakers have difficulty comprehending BE or that comprehension of BE can be improved, there is little empirical evidence for either assertion.

## Problem

In the present study the phonological features of Black dialect were manipulated in an attempt to determine their effects on SE and BE listeners' comprehension of messages spoken in BE. A further aim was to assess the nature of comprehension improvement in BE by SE listeners who had been systematically exposed to Black peer speech.

Measures of comprehension, to be described in detail in Chapter 3, were an objective assessment of the identification of whether certain words had appeared in the message, and a subjective scales rating of the comprehensibility of the message.

## Hypotheses and Summary Rationale

### Study I

The major hypotheses and summary rationale for Study I were as follows:

1. The bidialectal BE listener presumably is familiar with the segmental and suprasegmental features of BE as a result of the communication demands within the Black community and is familiar with the same features in SE as a result of the ubiquity of the standard dialect (i.e., in the schools, mass media, and so on). Since no accomodation for variant features--segmental or suprasegmental--is required of the bidialectal Black listener, comprehension error scors should be approximately equal across the four message dialect conditions. That is, in terms of average error measures of comprehension:

$$BE_{se/se} = BE_{be/se} = BE_{se/be} = BE_{be/be}$$

where se/se = SE segmentals / SE suprasegmentals, be/se = BE segmentals / SE suprasegmentals, se/be = SE segmentals / BE suprasegmentals, and be/be = BE segmentals / BE suprasegmentals.

2. It was assumed that the SE speaker is familiar with the sounds of BE since the phoneme inventory for both dialects is the same. However, some loss of comprehension was expected as the process of rule-selection or rule-formation is applied to variant BE features. As BE suprasegmentals, especially rate, alter the amount of contextual cues available to the SE speaker, comprehension was expected to become even more difficult. Thus, for the SE speaker, comprehension should deteriorate across the four experimental dialect conditions so that, in terms of error scores, the pattern should be

$$SE_{se/se} < SE_{be/se} < SE_{se/be} < SE_{be/be}$$

Implicit in the above statement of Study I hypotheses was the fact that, in all but the se/se dialect condition, the error scores for SE listeners on comprehension measures should be greater than those for BE listeners. According to the predicted patterns of error score results, the comprehension performance of SE and BE listeners should be most distinguished in the be/be condition, second most distinguished in the se/be condition, third most distinguished in the be/se condition, and least distinguished in the se/se condition.

Subjective responses to the various dialect conditions were raised as a question rather than a hypothesis. However, the judgments of the comprehensibility of messages recorded in the different dialect conditions were expected to parallel error score results in each condition. That is, for the BE listener, comprehensibility judgments should be approximately equal across the four dialect conditions. By contrast, SE listeners' comprehensibility ratings should decrease across the four conditions to reflect the influence of Black dialect features.

Study II

The major hypotheses and summary rationale for Study II were as follows:

1. SE speakers (SET) who have been systematically exposed to training materials comprised of Black peer speech samples presumably are familiar with the segmental and suprasegmental features of BE and SE. As a result, comprehension error scores for the SET group should be approximately equal across the four dialect conditions. That is, in terms of

average error measures of comprehension:

$$SET_{se/se} = SET_{be/se} = SET_{se/be} = SET_{be/be}$$

2. SE speakers who have only been exposed to training materials in SE (SEC) should still be less able to accomodate segmental and supra-segmental features of Black dialect. Thus, the pattern of error score results for the SEC group in Study II is similar to that of the SE group in Study I:

$$SEC_{se/se} < SEC_{be/se} < SEC_{se/be} < SEC_{be/be}$$

Implicit in the above statement of Study II hypotheses was the fact that, in all but the se/se condition, the error scores for the SEC group on comprehension measures should be greater than those for SET listeners. According to the predicted patterns of error score results, the comprehension performance of SET and SEC listeners should be most distinguished in the be/be condition, second most distinguished in the se/be condition, third most distinguished in the be/se condition, and least distinguished in the se/se condition.

Subjective responses to the various dialect conditions were raised in Study II as a question rather than a hypothesis. However, the judgments of the comprehensibility of messages which were recorded in the different conditions were expected to parallel error score results for those conditions. That is, for the SET group, comprehensibility judgments should be approximately equal across the four dialect conditions. By contrast, SEC comprehensibility ratings should decrease across the four conditions to reflect the influence of Black dialect features.

## Footnotes

[1] The concept of "standard English" is nebulous, as the standard varies according to geographic area, social status, and communication setting. The reference to "standard English" here denotes the linguistic system of most mainstream, white, middle-class Americans.

[2] Black English is used here to denote the linguistic system of many Blacks in the United States. The term is used in lieu of others such as "Negro Nonstandard English," which often suggest that standard English is a norm to which BE does not measure up. "Black English" avoids this connotation and reflects the attitude that this linguistic system is a different rather than deficient form of English.

[3] Loflin (1967), for example, has been criticized for basing his conclusions regarding unique Black syntactic features on the responses of a single informant (Labov, 1969).

# CHAPTER 2

## PRELIMINARIES TO THE STUDIES

In the preceding chapter, several assumptions basic to the statement of the research hypotheses in the present study were developed. It was assumed that consistent segmental and supra-segmental feature contrasts between SE and BE could be demonstrated. This assumption was satisfied by reference to structural and urban language studies which documented a number of phonological differences between SE and BE in diverse geographical areas of the United States. Also, it was assumed that these phonological contrasts would affect message comprehensibility, and that these effects could be modified with increased familiarity with BE phonological features. These assumptions were justified by reference to an analysis-by-synthesis model of speech perception which incorporated the concepts of context and familiarity as central elements. In view of the satisfaction of these pre-conditions, two overall expectations were that: (1) SE and BE speakers would differ in their comprehension of message samples distinguished by segmental and suprasegmental features of the two dialects, and (2) that SE speakers systematically exposed to Black peer speech and SE speakers unfamiliar with BE would differ in their comprehension of the same language materials.

The formulation of the specific research hypotheses and the development of a test design was based on two additional assumptions. First, it was assumed that it was possible to elicit from bidialectal

Black speakers message samples which were distinguished by BE and SE segmental and suprasegmental feature variation. Second, it was assumed that, if the message samples could be produced, they could also be applied in a laboratory setting to determine the effects of segmental and suprasegmental feature variation on comprehension. This chapter addresses these pragmatic assumptions regarding development and application of stimulus materials.

## Development of Language Materials

A fundamental issue in the present study was whether it would be possible to obtain appropriate language materials. That is, the design was contingent upon the ability of bidialectal Black speakers to produce language samples which were characterized by conditions which isolate BE segmental or suprasegmental features.

The procedures for the development of language material were influenced by two considerations. First, it was apparent that, although spontaneous speech samples of bidialectal Black speakers would typify either the se/se condition or the be/be condition, the intermediate conditions which isolate BE segmentals or suprasegmentals did not represent natural linguistic phenomena. Second, it was necessary to control the content of the language material in order to limit grammatical and lexical forms which characterize BE and to thereby focus only on variations in BE phonology.

In view of the artificial nature of the intermediate dialect conditions (se/be and be/se) and the need to control for syntactical and lexical forms, the language materials were developed in two stages. Initially, textual material was prepared which controlled for lexical and grammatical variation and which could be eventually used to emphasize SE-BE phonological contrasts. Subsequently, the textual material was recorded by bidialectal Black speakers in the appropriate dialect conditions. The details of these two stages are described below.

## Textual Material

The initial step in the development of textual material involved the selection of segmental categories in which SE and BE production contrasts occurred. The categories included in the present study were described in Chapter 1. Briefly, the variations were realized in the production of word-final consonant clusters, voiced and voiceless interdental fricatives, "r" and "l" glides, and word-final plosives.

Given the determination of the four categories in which SE and BE segmental production contrasts occurred, a word list was constructed for each category which was comprised of words exemplifying the segmental feature described in that category. Table 2 presents several samples from each category; the SE representations of each sample is followed by its BE counterpart. The complete word list for each category is presented in Appendix A.

TABLE 2

SAMPLE ITEMS FROM CONTRASTIVE CATEGORY WORD LISTS

| Word-Final Plosives | | Interdental Fricatives | | "r" and "l" Glides | | Word-Final Clusters | |
|---|---|---|---|---|---|---|---|
| SE | BE | SE | BE | SE | BE | SE | BE |
| trade | tra' | clothes | cloves | tar | tah | lift | lif' |
| boots | boo's | fourth | fourf | yard | yahd | wild | wil' |
| freak | frea' | teeth | teef | store | sto' | fist | fis' |
| bread | brea' | three | tree | cart | caht | bald | bal' |
| inside | insi' | nothing | nofin' | dcor | do' | toast | toas' |
| boat | boa' | thread | trea' | bowl | bow' | list | lis' |
| weak | wea' | mouth | mouf | school | schoo' | field | fiel' |
| road | roa' | thrill | trill | fall | fa' | brand | bran' |
| seat | sea' | bath | baf | silver | si'vuh | child | chil' |
| float | floa' | smoothe | smoove | cold | co'd | band | ban' |

The four word lists described above were subsequently reorganized into sixteen groups in terms of semantic categories, for eventual use in common message contexts. That is, words that might appear in the same general context or which related to a particular theme, i.e., "meat" and "butter", were grouped together. At least four words from each of the four segmental categories were included in each of the 16 thematic groups. From these associated word lists a series of 16 first-person narrative messages were written. Each message was written to incorporate only two of the four words from each segmental category which related to the theme of the message. For example, one of the thematic lists included the following items:

| | | | |
|---|---|---|---|
| *1. inside | *5. three | *9. cart | *13. thought |
| *2. meat | *6. brother | *10. milk | *14. list |
| 3. beet | 7. thrift | 11. tore | 15. lift |
| 4. shop | 8. thaw | 12. people | 16. collects |

Subsequently the eight items designated by the * symbol were incorporated into the text of the following message example:

> The other day I went inside about three o'clock in the afternoon to watch Batman. Then my mother asked me to go to the store and pick up some things for supper. She had made out a list for me, and it wasn't too far, so I said okay. When I left she told me to hurry back so I could see the end of the show. When I got to the store the first thing I did

was get me a cart. Then I started going around picking up the things she asked for. It was stuff like butter, milk, meat, and eggs. I finally got it all together and went for the money that I thought I had put in my pocket. I dug around, but the money wasn't there. Then I figured that I had left the money behind when I left the house. I put everything back on the shelf and ran home to get the dough. By then my brother was home from school, and he was hungry. I got the cash this time and we went back to the store together. When we finally got home, Batman was already off and the cartoons had started.

Since the phonetic realization of the segmental features varied according to the dialect condition, two transcripts were written for each message; this procedure facilitated recording and assured precise production of the segmentals. Thus, for the two conditions recorded with SE segmentals (se/se and se/be), the transcript for each message incorporated orthographic representation of the SE sounds; as an example, note the representation of the segmentals in the sample message above. On the other hand, in the two conditions where BE segmentals were realized, i.e., the be/se and be/be conditions, the transcription reflected orthographic representations of the BE allophones.[1] Thus the message presented above was transcribed with BE

segmentals as follows:

> De udduh day I wen' insi' about tree o'clock in de afternoon to watch Ba'man. Den my muva aks me to go to de sto' and pick up some tings for suppa. She had made ou' a lis' for me, and it wadn't too far, so I sai' okay. When I lef' she tol' me to hurry back so I coul' see de en' of de show. When I got to de sto', de firs' ting I did was git me a caht. Den I start' goin roun' pickin' up de tings she asks for. It was stuff like butta, mi'k, mea', 'n' eggs. I finally got it all togeva and wen' for de money dat I tough I had put in my pocket. I dug aroun', but de money wadn't dere. Den I figure' dat I had lef' de money behin' when I lef de house. I put everting back on de she'f and ran home to git de dough. By den my buva was home from schoo' and he was hongry. I got de cash dis time and we wen' back to de sto' togeva. When we finally got home, Ba'man was awready off and de ca'toons had started.

SE and BE transcriptions for 16 different messages are presented in Appendix B.

Since the stimulus messages were developed from the thematically-grouped word lists, these lists also represented a pool of

items which could be presented to subjects for identification as occurring or not occurring in the message. Presumably, the accuracy of identification could be interpreted as an index of the listener's comprehension of the message. Each message contained eight items from the list which exemplified each of the four categories, with two items for each feature. Furthermore, an additional eight items, thematically related to the message, were not incorporated into the text and constituted "distractor" items in the word recognition task.[2] In sum, then, the 16 words from the thematic groups constituted the items presented in the recognition task; eight of the items had been incorporated into the message and eight were distractor items. The 16 word-recognition lists have been presented in Appendix C.

## Recorded Material

Thirty Blacks from the University of Texas at Austin and from the Austin community were auditioned as potential informants to record the stimulus messages described above. During the audition, potential informants were briefed on the nature of the study and the type of language materials which needed to be produced. Each prospective informant recorded one of the test messages in each of the four dialect conditions.[3] In order to increase the generality of the results, four speakers--the two male and the two female speakers who were judged by the experimenter as the most adept at producing the appropriate language samples--were employed to record the stimulus

messages. Each speaker was paid $5.00 per hour for participation in the production of the language material.

Each of the four speakers recorded four of the 16 test messages; no message was recorded by more than one speaker. The speaker--message assignments have been presented in Table 3; as that table indicates, one speaker was assigned messages one through four, another speaker was assigned messages five through eight, and so on. Each speaker recorded his or her four messages in all four dialect conditions. That is, the first speaker recorded the first message in the se/se, be/se, se/be, and be/be conditions, the second message in all four conditions, and so on. Similarly, speakers two, three, and four recorded their assigned messages in the four dialect conditions. This procedure resulted in a language corpus comprised of 16 messages (four messages per speaker) and each message was recorded in four dialect conditions, yielding a total corpus of 64 stimulus tapes.

Of the four dialect conditions, the se/be condition was the most difficult for the speakers to produce. Although the speakers recognized the task as one of superimposing a Black prosodic scheme on the SE segmentals, there was little consistency in pitch and stress patterns in within-speaker performance--that is, from message to message for one speaker--or in between-speaker performance. Consequently, the primary suprasegmental feature which emerged to contrast SE and BE was the rate of delivery; the se/be condition was produced at a faster rate and with fewer pauses, similar to the suprasegmental

TABLE 3

RECORDED MATERIAL: SPEAKER X MESSAGE ASSIGNMENTS

| Speaker: | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Message | 1- Job Talk | 5- Groceries | 9- Vacation | 13- Absence Slips |
| | 2- Carnival | 6- Dictionaries | 10- Friends | 14- Cold |
| | 3- Brother | 7- Breakfast | 11- Bike | 15- Parades |
| | 4- School | 8- Professor | 12- Old Lady | 16- Sister |

characteristics of the be/be condition and much faster than the se/se or be/se conditions. Table 4 summarizes the rate variations in terms of words per minute for each condition of each message. No problems were encountered in the production of the remaining three dialect conditions.

All recordings were made with a Nagra tape recorder, Model III-NPH, with Ampex 301 one-quarter inch recording tape. All recording sessions were conducted in a soundproof studio located in the Speech and Hearing Clinic at the University of Texas at Austin.

## Pilot Application of Language Samples

Although the development of appropriate language materials constituted the vital precondition to the present research, it was also necessary to resolve several additional issues regarding the application of these materials in a laboratory setting. Thus, technical problems such as the type and arrangement of equipment required for accuracy and latency measures, and more general problems such as the order of

TABLE 4

RATE VARIATION FOR LANGUAGE SAMPLES
IN WORDS PER MINUTE

| Message Title and Number | | Dialect Condition | | | |
|---|---|---|---|---|---|
| | | se/se | be/se | se/be | be/be |
| Job Talk | (1) | 210 | 198 | 286 | 307 |
| Carnival | (2) | 210 | 170 | 289 | 277 |
| Brother | (3) | 221 | 183 | 306 | 306 |
| School | (4) | 196 | 151 | 289 | 264 |
| Groceries | (5) | 216 | 206 | 291 | 273 |
| Dictionaries | (6) | 223 | 201 | 290 | 290 |
| Breakfast | (7) | 210 | 191 | 315 | 300 |
| Professor | (8) | 202 | 186 | 273 | 262 |
| Vacation | (9) | 160 | 191 | 251 | 256 |
| Friends | (10) | 188 | 175 | 240 | 260 |
| Bike | (11) | 156 | 160 | 218 | 253 |
| Old Lady | (12) | 164 | 168 | 217 | 252 |
| Absence Slips | (13) | 202 | 176 | 256 | 246 |
| Cold | (14) | 205 | 130 | 265 | 250 |
| Parades | (15) | 201 | 151 | 257 | 251 |
| Sister | (16) | 198 | 136 | 244 | 249 |
| MEAN RATE | | 198 | 174 | 268 | 269 |

presentation of stimulus items or perceptions of the language materials as representative of the different dialect conditions were examined in pilot research, as reported below.

## Pilot Research: Phase One

The initial phase of the pilot research focused primarily on the technical issues related to the presentation of the language samples, the administration of the recognition task, and the measurement devices for accuracy and latency of responses. Although accuracy and latency data were interpreted to determine the effects of the dialect features on comprehension, this inquiry was secondary in phase one of the pilot research.

### Subjects

Ten Anglo students, faculty members, and employees of the Department of Speech at the University of Texas at Austin participated as subjects in phase one of the pilot research. SE was the basic dialect of all 10 subjects.

### Materials

The stimulus materials in phase one consisted of four tape-recorded messages and four sets of word-recognition items which corresponded to the messages. The four-message stimulus package was comprised of one message randomly selected from each of the four speakers. However, the dialect condition of each message was controlled so that the stimulus materials contained one message in each dialect condition. Word recognition tests for each message consisted of 16 items, eight of which

occurred in the message and eight of which were distractors. Each word was typed in capital letters on a 3" x 5" note card with only one word per card. Order of the items within the group was randomly assigned.

The equipment assembled for the administration of the tape-recorded messages and the word recognition tests consisted of:

1. Tanberg tape recorder, Model 74-B
2. Wollensak headphone set, Model A-0483
3. Tachistoscope, Lafayette Model
4. Centisecond timer, Lafayette Model
5. Two-button response panel, one button labelled "DID OCCUR," the other labelled "DID NOT OCCUR"
6. One-button initiator panel
7. Relay, Lafayette Model

The physical arrangement of the equipment in the laboratory is illustrated in Figure 1.

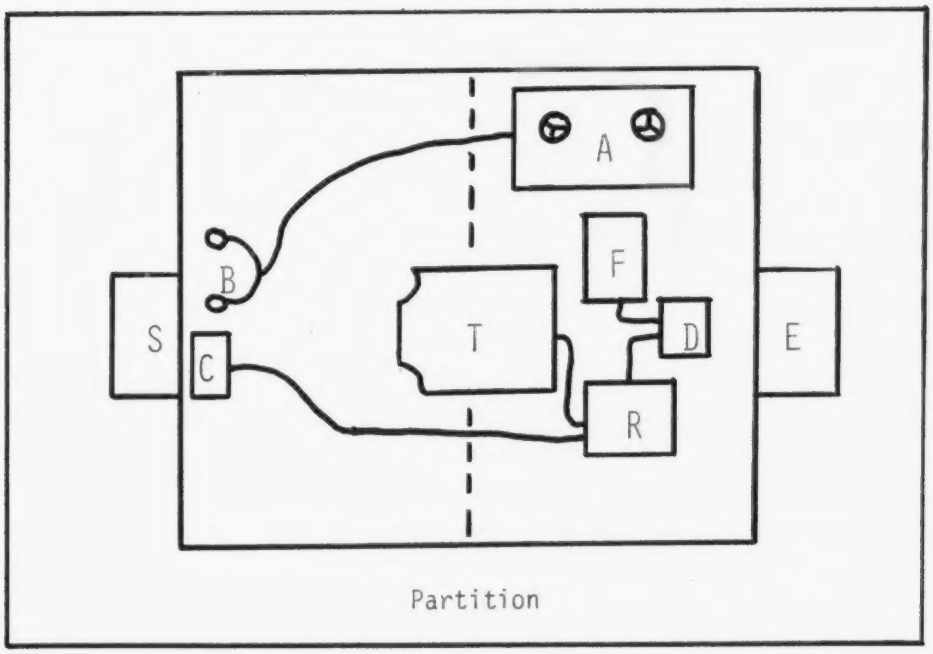
Procedure

Phase one of the pilot research was conducted in a speech practice room adjoining the Speech Laboratory located in the Speech Building at the University of Texas at Austin. The nature of the recognition task required that subjects be tested individually.

Each subject (S) was greated when he reported and was seated at a 3' x 5' table (as indicated in Figure 1). The experimenter (E) explained the task as one in which S would hear a short message recorded in a dialect of English and then identify a series of words as occurring or not occurring in the message. S was instructed to listen carefully to

FIGURE 1

DIAGRAM OF LANGUAGE LABORATORY
TESTING ROOM




A = Recorder

B = Headphones

C = Response Panel

D = Initiator Panel

E = Experimenter

F = Timer

R = Relay

S = Subject

T = Tachistiscope

the message and, when the message was finished, to focus on the tachistoscope screen in front of him. If the word flashed on the screen had occurred in the message he had just heard, S was instructed to press the button on the response panel labelled "DID OCCUR," and if the word did not occur to press the button labelled "DID NOT OCCUR." Finally, S was instructed that he should press the appropriate response button as soon as he made his decision for each word.

Following the instructions, S heard the first message. At the end of the message, E reminded S to attend to the tachistoscope screen and to respond to each word as rapidly as possible. E then presented each word to S, recorded the nature of the response (DID OCCUR" or "DID NOT OCCUR") and the response latency. This same procedure was followed for the three subsequent messages. S was dismissed when he had heard all four messages and performed the corresponding recognition tasks. The entire test session lasted approximately 15 minutes for each S.

## Results

Due to the informality of the test administration and the basic purpose of this initial phase of pilot research--that is, to resolve technical issues related to equipment and procedure--the results were not subjected to detailed statistical analyses. Performance of the subjects was evaluated, however, and several of these results deserve comment.

First, accuracy data revealed that the phonological features of BE did interact to create comprehension difficulty for SE speakers.

Subjects made the most errors on the word recognition task in the be/be condition (M = 7.3) and fewest errors in the se/se condition (M = 4.1). No definable trend emerged in the intermediate conditions, however.

Second, no interpretable patterns were established for latency scores. In fact, latency of response was slightly longer in the se/se condition (M = 2.5 seconds) than in the be/be condition (M = 2.3 seconds) and the se/be condition (M = 2.1 seconds), but shorter than responses in the be/se condition (M = 2.8 seconds). In addition, the latency of response varied across the four dialect conditions greatly between Ss. The mean latency for one S (3.8 seconds), for example, contrasted sharply with the mean latency of another S (1.3 seconds).

Third, the manipulation of message sequence indicated that the order of presentation did not affect comprehension scores. That is, Ss made fewest errors in the se/se condition and the most errors in the be/be condition--and this pattern emerged regardless of the position of those conditions within the four-message sequence.

## Phase One: Summary and Implications

Phase one of the pilot research focused on technical issues related to the presentation of the language materials and the measurement of accuracy and latency of response. Equipment and procedures were established for the presentation of the tape-recorded stimulus

messages and for the word recognition tests which were developed for the messages. Also, the equipment used for the measurement of response latencies in the word recognition task was tested. The results indicated that the stimulus language materials could be effectively administered in a laboratory setting.

Results on the accuracy and latency measures were not subjected to detailed statistical analyses in phase one. Accuracy scores, however, provided initial confirmation of expected comprehension performance; the fact that most errors were made in the be/bɛ condition indicated that the SE speakers who participated in phase one experienced comprehension difficulty in connection with BE phonological features.

Latency of response varied greatly between Ss and, overall, no interpretable patterns emerged for latency scores. These results raised the question of dropping latency of response as an objective measure of comprehension performance in further research. This decision was postponed, however, until the latency measure could be applied under more controlled circumstances in phase two.

## Pilot Research: Phase Two

In phase two, the number of stimulus messages was increased in an effort to establish the relative difficulty of the various language materials.

Phase two research also attempted to validate a measure (beyond the present messages) of general recall ability, which could constitute a factor in performance on the recognition task. It was

presumed that a subject's recall of a list of numerals presented visually could be interpreted as an index of this general type of recall ability, which would not be directly associated with dialect factors. Thus, a test of general recall ability was incorporated in the phase two study.

Subjective measures, which were not included in phase one, were planned, in part, for phase two as an index of the authenticity of the language materials. That is, subjective measures were incorporated in the phase two research design to determine if the subjects perceived the language materials as representative of the different dialect conditions.

The central question in phase two was: Do SE speakers comprehend equally well tape-recorded messages distinguished by BE segmental and suprasegmental features? Whereas accuracy measures described in Chapter 1 were presumed to index subjects' comprehension of the messages, latency measures also described in Chapter 1 were assumed to reflect rule-selection or rule-formation constraints.

## Subjects

A total of 16 Anglo students, all SE speakers, participated in phase two pilot research. Students were enrolled in a fundamental course in speech communication offered during the summer term at the University of Texas at Austin.

Materials

Stimulus materials in phase two consisted of four different tape sequences constructed from the total corpus of 64 messages. Each sequence was comprised of 16 messages, four messages from each of the four speakers. Between the sequences, the dialect condition for each message was controlled so that each sequence contained four messages, each in a different dialect condition, from each speaker. Table 5 presents the message x dialect pairings for each stimulus sequence. Order of occurrence of messages within each test sequence was assigned in terms of blocks; that is, each sequence was comprised of four blocks of messages. Each block contained four messages, each in a different dialect condition. In sequence one, for example, the first block was comprised of messages 12, 14, 10, and 1. Message 12 occurred in the be/be condition, message 14 in the se/be condition, message 10 in the be/se condition, and message 1 in the se/se condition. Within these blocks, message order was randomly assigned.

Word recognition tests which corresponded to the 16 stimulus messages consisted of 16 items, eight of which occurred in the message and eight of which were distractor items. For tachistoscopic presentation, each word was typed on a 3" x 5" note card; only one word was typed on a card. Order of the presentation of the items was randomly determined.

A recognition test was constructed as an index of general recall ability. The stimulus consisted of five two-digit numbers typed

TABLE 5

MESSAGE X DIALECT PAIRINGS FOR PHASE TWO
TAPE SEQUENCES

| Sequence 1 | Sequence 2 | Sequence 3 | Sequence 4 |
|---|---|---|---|
| 12 - be/be | 14 - be/se | 6 - se/be | 7 - se/be |
| 14 - se/be | 5 - se/be | 14 - se/se | 1 - be/be |
| 10 - be/se | 3 - be/se | 7 - be/se | 10 - se/se |
| 1 - se/se | 7 - se/se | 4 - be/be | 8 - be/se |
| 2 - be/be | 2 - se/se | 9 - se/se | 12 - se/be |
| 6 - se/se | 15 - se/be | 2 - be/se | 14 - be/be |
| 4 - be/se | 6 - be/se | 11 - se/be | 3 - be/se |
| 9 - se/be | 9 - be/be | 5 - be/be | 15 - se/se |
| 3 - se/be | 13 - se/se | 13 - be/se | 5 - se/se |
| 7 - be/be | 11 - be/se | 3 - se/se | 11 - be/be |
| 11 - se/se | 8 - be/be | 10 - be/be | 16 - be/se |
| 15 - be/se | 10 - se/be | 16 - se/be | 2 - se/be |
| 5 - be/se | 12 - se/se | 1 - se/be | 9 - be/se |
| 16 - se/se | 16 - be/be | 12 - be/se | 6 - be/be |
| 13 - be/be | 4 - se/be | 15 - be/be | 4 - se/se |
| 8 - se/be | 1 - be/se | 8 - se/se | 13 - se/be |

on a 3" x 5" note card for tachistoscopic presentation. Recognition items were 10 two-digit numbers, five of which occurred on the stimulus list and five of which were distractors. Each recognition number was typed on a 3" x 5" note card, one number per card, for tachistoscopic presentation.

Subjective measurement of responses to the language materials was accomplished via a series of seven semantic differential scales. Bipolar adjectives were selected which would elicit responses related to the "comprehensibility" and "ethnicity" of the stimulus message. Responses on "standard-nonstandard" and "black speaker-white speaker" scales represented the ethnicity judgment while responses on "comprehensible-incomprehensible" and "intelligible-unintelligible" scales represented the comprehensibility judgment. In addition to the two comprehensibility scales and the two ethnicity scales, the semantic differential instrument contained three filler scales. Three versions of the semantic differential instrument were devised; each version presented a unique scale order and pole position.

Objective measures in phase two were administered with the same equipment that was used in phase one; that equipment has been described previously.

## Procedure

The 16 subjects participating in phase two were randomly assigned to one of four test groups; each group received a different tape sequence as stimuli. Again, latency of response measures

required an individual rather than a group testing procedure. Tests were administered in the same room used in phase one of the pilot research.

Each subject (S) was greeted when he reported and was seated as indicated in Figure 1. The experimenter (E) explained the task as one in which S would hear a series of messages recorded in different dialects of English, and that following each message S would respond to the message in terms of a series of attitude scales and identify a series of words on the basis of whether the words had occurred in the message.

Following this general explanation, E gave S detailed instructions for completion of semantic differential scales, and instructions for the word recognition task. On the attitude scales, S was instructed to mark one of the end positions if he felt the message was extremely related to one pole or the other. He was instructed to mark the slot to the left or right of the extreme position if his response was moderately associated with one pole or the other, and to mark one slot further to the left or right if his response was only slightly related to either pole. The center slot was identified as representing a neutral response. When S had completed the semantic differential scales, he was instructed to focus on the tachistoscope screen and to respond as the word recognition items were presented. If the word occurred in the message he had just heard, S was instructed to press the button on the response panel labelled "DID OCCUR;" if the word did not occur in the

message, S was instructed to press the button labelled "DID NOT OCCUR."

Following these instructions, as a warm-up to the actual task, S listened to a short message read by E, completed a set of semantic differential scales for the message, and identified five words as directed above. When S had completed the warm-up task, he was instructed to focus on the tachistoscope screen and to study the list of numbers presented there. After 10 seconds this list was removed and S identified a series of 10 two-digit numbers according to whether each number had been presented on the list.

At the conclusion of the digit test, E reminded S of the task sequence and then began the presentation of the test messages. The progression of tasks for each message was:

1. S heard the test message.
2. S responded to the message according to the semantic differential scales.
3. S identified the words on the recognition task. E recorded the nature of the response and the response latency.

S was dismissed when he had heard the entire test sequence and had completed the attitude and recognition tasks for each message. The entire test sequence lasted approximately one hour.

## Results

Results were analyzed according to analysis of variance

procedures in a 4 x 4 design where the factors consisted of test sequence groups (1-4) and dialect condition (se/se, be/se, se/be, and be/be). Dependent variables were the error scores on the digit and word recognition tasks, response latency scores, and comprehensibility and ethnicity ratings. Results of the analyses of the word recognition accuracy and latency scores and the comprehensibility and ethnicity ratings have been reported in Table 6.

No significant differences resulted among the four test sequence groups on digit test error scores. Mean errors for the four groups were:

1. Sequence 1 = 1.9
2. Sequence 2 = 2.1
3. Sequence 3 = 2.0, and
4. Sequence 4 = 2.2.

These results were interpreted as indicating that the sequence groups were equal in general recall ability and in their facility with equipment operation.

Analysis of comprehension error scores indicated a significant dialect effect. Most errors occurred in the be/be condition (M = 19.75) and the fewest in the se/se condition (M = 14.19). Across the four sequences, no interpretable patterns emerged for the intermediate be/se (M = 16.69) and se/be (M = 16.63) conditions, except that both conditions reflected more errors than the se/se condition and fewer than the be/be condition. Beyond this, however, there was a significant

TABLE 6

RESULTS OF ANALYSES OF VARIANCE OF DEPENDENT VARIABLES IN PHASE TWO OF PILOT RESEARCH

| | | Accuracy | | Latency | | Comprehensibility | | Ethnicity | |
|---|---|---|---|---|---|---|---|---|---|
| | DF | MS | F | MS | F | MS | F | MS | F |
| Between | 15 | 50.1 | -- | .9 | -- | 299.6 | -- | 92.9 | -- |
| Sequence | 3 | 57.4 | 1.19 | .6 | .54 | 47.9 | .13 | 59.1 | .58 |
| Error | 12 | 48.2 | -- | 1.0 | -- | 362.5 | -- | 101.3 | -- |
| Within | 48 | 25.7 | -- | .01 | -- | 142.4 | -- | 130.5 | -- |
| Dialect | 3 | 83.0 | 5.57** | .04 | 2.53 | 1529.5 | 27.84 | 1673.3 | 58.45** |
| Sequence x Dialect | 9 | 49.0 | 3.25** | .02 | 1.55 | 29.8 | .54 | 23.8 | .83 |
| Error | 36 | 15.1 | -- | .02 | -- | 54.9 | -- | 28.6 | -- |

*Significant at the .05 level of confidence.

**Significant at the .01 level of confidence.

sequence x dialect interaction. This result indicated that the number of errors in any dialect condition was related to the particular message x dialect condition assignments in a given sequence. Between the four sequences, for example, fewer errors occurred in sequence four (M = 14.1) compared with sequence one (M = 18.4), sequence two (M = 17.6), and sequence three (M = 17.3). Also, across the four sequences, within the se/se condition, fewer errors were made in sequence four (M = 8.5) than in sequence one (M = 16.5), sequence two (M = 13.5), and sequence three (M = 18.3). Similar variations occurred across the four sequences in the be/se, se/be, and be/be dialect conditions. Thus, although the overall pattern of mean error scores confirmed pr ious expectations concerning the relative difficulty of the language samples, this pattern was not consistent across the four tape sequences. Mean error scores for the four test squences and the dialect conditions within these sequences have been presented in Table 7.

No significant main effects or interactions resulted for latency data, nor was any trend apparent. An explanation for the lack of significant latency results has been posited in Chapter 5. The mean latencies for the four test sequences and the dialect conditions within these sequences have been presented in Table 8.

Results of analyses of comprehensibility and ethnicity attitude scores paralleled the word recognition results for the se/se and be/be conditions. The be/be samples were judged least comprehensible and least standard. The se/se conditions were rated the most comprehensible and the most standard. Also, a clear pattern emerged for the

TABLE 7

PHASE TWO MEAN ERROR SCORES FOR SEQUENCES AND DIALECT CONDITIONS

| Sequence | se/se | be/se | se/be | be/be | Sequence Mean Across Dialects |
|---|---|---|---|---|---|
| Sequence 1 | 16.5 | 18.3 | 20.5 | 18.3 | 18.4 |
| Sequence 2 | 13.5 | 17.8 | 13.5 | 25.5 | 17.6 |
| Sequence 3 | 18.3 | 13.3 | 18.0 | 19.5 | 17.3 |
| Sequence 4 | 8.5 | 17.5 | 14.5 | 15.8 | 14.1 |
| Dialect Mean Across Sequences | 14.2 | 16.7 | 16.6 | 19.8 | |

TABLE 8

MEAN LATENCY OF RESPONSE (in Terms of Seconds in Phase Two Research)

| Dialect | se/se | be/se | se/be | be/be | Sequence Mean Across Dialects |
|---|---|---|---|---|---|
| Sequence 1 | 1.8 | 1.7 | 1.8 | 1.8 | 1.8 |
| Sequence 2 | 2.1 | 2.0 | 2.1 | 2.0 | 2.1 |
| Sequence 3 | 1.9 | 1.9 | 2.1 | 2.0 | 2.0 |
| Sequence 4 | 2.2 | 2.1 | 2.2 | 2.4 | 2.2 |
| Dialect Mean Across Sequences | 2.0 | 1.9 | 2.0 | 2.0 | |

intermediate dialect conditions. The be/se comprehensibility and ethnicity scores approached those of the be/be conditions, while se/be scores on these factors approached the se/se scores. Means for the comprehensibility and ethnicity factors for each sequence and the dialect conditions within each sequence are presented in Tables 9 and 10, respectively.

Phase Two: Summary and Implications

In phase two of the pilot research the number of stimulus messages was increased, subjective measures of comprehension were included, and a general measure of recall ability (i.e, the digit test) beyond the present messages was tested.

Digit test error scores indicated that the four test sequence groups were not significantly different in their general recall ability and their familiarity with equipment and procedures.

Although error scores on the word recognition task indicated a significant dialect effect on comprehension performance, this result was confounded by a significant test sequence x dialect condition interaction. The interaction effect suggested that certain messages be reassigned to different test sequences in order to balance the difficulty of the sequences. The modification of message x dialect assignments for the test sequences in Studies I and II was based on the error results from phase two.

No significant main effects or interactions were reported for latency results. The individual testing procedures of phase one and

TABLE 9

PHASE TWO MEAN COMPREHENSIBILITY RATINGS
FOR SEQUENCES AND DIALECT CONDITIONS

| Sequence | se/se | be/se | se/be | be/be | Sequence Mean Across Dialects |
|---|---|---|---|---|---|
| Sequence 1 | 48.5 | 37.0 | 39.5 | 23.5 | 37.1 |
| Sequence 2 | 51.0 | 33.3 | 39.0 | 27.3 | 37.6 |
| Sequence 3 | 44.0 | 28.0 | 39.5 | 25.5 | 34.3 |
| Sequence 4 | 48.0 | 26.5 | 38.5 | 25.3 | 34.6 |
| Dialect Mean Across Sequences | 47.9 | 31.2 | 39.1 | 25.4 | |

TABLE 10

PHASE TWO MEAN ETHNICITY RATINGS FOR
SEQUENCES AND DIALECT CONDITIONS

| Sequence | se/se | be/se | se/be | be/be | Sequence Mean Across Dialects |
|---|---|---|---|---|---|
| Sequence 1 | 38.0 | 11.8 | 28.3 | 13.5 | 22.9 |
| Sequence 2 | 39.0 | 24.0 | 29.5 | 17.0 | 27.4 |
| Sequence 3 | 35.0 | 18.3 | 28.5 | 16.5 | 24.6 |
| Sequence 4 | 40.0 | 18.8 | 28.8 | 16.3 | 25.9 |
| Dialect Mean Across Sequences | 38.0 | 18.2 | 28.8 | 15.8 | |

phase two were motivated primarily to accomodate latency measures. In view of the recurring lack of interpretable latency results, these measures were dropped from subsequent research. This permitted the use of a group testing design in Studies I and II.

## Orientation to Subsequent Research

Results of phase one and phase two of the pilot research led to several alterations in the original experimental design:

1. In view of the uninterpretable latency results, this measure was dropped in subsequent research to permit a group testing procedure.
2. Message x dialect condition assignments were modified in subsequent research in an effort to balance the overall difficulty of the four test sequences.
3. The digit test was incorporated in the subsequent research design as an index of general recall ability.
4. Subjective measures of comprehension performance--particularly those scales related to the ethnicity features of messages--were retained, in part as an index of the authenticity of the language materials.

## Footnotes

[1] Orthographic symbols were used to spell BE allophones since the BE speakers were not familiar with phonetic transcription schemes such as the I.P.A.

[2] Hall (1971) described the importance of appropriate distractors in recognition tasks:

> It should be acknowledged that recognition test scores are always relative to the characteristics of the alternatives or distractors used. . . . Almost twenty-five years ago, Underwood (1949) wrote, 'If we required S to learn a list of adjectives and then placed the adjectives among a group of nonsense syllables, S would probably show very small loss in retention. Obviously the similarity of the test material to the other material is an important variable which determines the recognition score (p. 512)' (p. 24).

[3] Extensive auditions had yielded only one speaker capable of producing all four of the required dialect conditions. Thus, it became apparent that the recording task involved a "performance" element. As a result the search for Black informants shifted from the Black community in general to those areas where Blacks were involved in the performing arts. Ultimately the performance demands were met by two Black drama majors, both females, one Black male enrolled in an advanced oral interpretation course; the fourth informant, also a male, was an art major at the University of Texas.

# CHAPTER 3

# STUDY I

## Introduction

The focus of Study I was on the ability of SE and BE speakers to comprehend messages characterized by various phonological features of Black dialect. More specifically, Study I compared the comprehension performance, measured objectively and subjectively, of SE and BE speakers associated with message samples distinguished by segmental and suprasegmental features of Black dialect.

Several theoretical assumptions which were fundamental to Study I have been developed previously. Briefly, these assumptions were:

1. that consistent segmental and suprasegmental contrasts between SE and BE had been demonstrated;
2. that, according to an analysis-by-synthesis explanation of speech perception, BE phonological contrasts should distinguish the comprehension performance of SE and BE speakers; and
3. that tasks had been established which measured comprehension objectively and subjectively.

Furthermore, pragmatic preconditions to Study I have been discussed. That is, it was demonstrated that appropriate language samples could be elicited from bidialectal Black speakers and that these language

samples could be administered effectively in a laboratory setting.

The general expectation in Study I was that the comprehension performance of SE and BE speakers would be most distinguished in the be/be condition, second most distinguished in the se/be condition, third most distinguished in the be/se condition, and least distinguished in the se/se condition. The specific research hypotheses were: (1) that comprehension error scores for bidialectal BE speakers would be approximately equal in the four dialect conditions; (2) that SE speakers would make the most comprehension errors in the be/be condition, second most in the se/be condition, and third most in the be/se condition.

## Method

### Subjects

Comprehension accuracy and attitude data were gathered from two groups of subjects in Study I: (1) Blacks who were speakers of BE or who possessed a communicative competence in Black dialect,[1] and (2) SE-speaking Anglos with little or no background in BE.

#### BE Subjects

The BE subjects were 16 Black students enrolled in various summer school programs at the University of Texas at Austin. They were solicited for participation in the study by a Black counselor to the Black students at the University.[2]

The receptive competence of the Black subjects in BE was determined in a two-fold manner. First, in soliciting participants, the counselor approached only those Black students whom she considered users of BE or those who possessed a comprehension competence in the dialect. Second, prior to testing, BE subjects participated in a brief interview with the investigator. At this time, prospective participants listened to a sample of Black peer speech from the Washington Dialect Study (Loman, 1968) and briefly recounted the conversation. By the use of the interview it was possible to confirm initial judgments relative to the Black students' facility with BE. Furthermore, the interview provided an opportunity to assess the students' comprehension abilities in SE, the dialect used by the investigator.

BE subjects were paid $2.50 as an incentive to participate and to cooperate in performance of the tasks. Table 11 presents a profile of the BE group in terms of age, sex, and university classification.

SE Subjects

The SE subjects were 32 Anglo students enrolled in a fundamental speech course offered during the summer term at the University of Texas at Austin. Participation in the experiment was required of all students enrolled in the course. In an effort to reduce the possibility of negative effects associated with required participation, and as an incentive to cooperate, students were notified in advance that they

TABLE 11

AGE, SEX, AND CLASSIFICATION CHARACTERISTICS
OF SE AND BE LISTENER GROUPS

| BE Listeners | | | | | | | SE Listeners | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sex | | | | | | | Sex | | | | | | |
| Male | | | | Female | | | Male | | | | Female | | |
| 5 | | | | 11 | | | 16 | | | | 16 | | |
| Age | | | | | | | Age | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 25 |
| 0 | 6 | 5 | 4 | 0 | 1 | 0 | 1 | 12 | 8 | 4 | 4 | 2 | 1 |
| Classification | | | | | | | Classification | | | | | | |
| Fr. | | So. | | Jr. | | Sr. | Fr. | | So. | | Jr. | | Sr. |
| 5 | | 6 | | 3 | | 2 | 13 | | 10 | | 2 | | 7 |

would be released from class obligations for the final week of the summer session.

Based on informal observation of students in the classroom no member of the SE group was considered to be a speaker of BE. A profile of the SE group in terms of age, sex, and university classification is presented in Table 11.

## Materials

### Tape Recorded Stimulus Materials

The tape recordings which served as stimulus material in phase two of the pilot research were also used as stimuli in Study I. The details of the development of these recordings have been described in Chapter 2. Briefly, however, each of four bidialectal Black speakers recorded four different messages; each speaker recorded his four messages in four dialect conditions. This procedure yielded a total tape corpus of 64 unique language samples.

In phase two of the pilot research, four stimulus tape sequences were developed from the language corpus. Each sequence was comprised of 16 messages--four messages, each in a different dialect condition, from each of the four speakers. Analyses of error scores on the word recognition task, however, indicated that some messages were inherently more difficult to comprehend than others. The result was that a significant interaction emerged for the tape sequence and dialect condition factors in phase two.

In order to correct for the sequence-by-dialect interaction, the four tape sequences were reorganized in Study I. Error scores obtained in phase two constituted the bases for the revision of the sequences. That is, in Study I, language samples were assigned to tape sequences with the purpose of generating sequences of equal difficulty according to error scores from phase two. The message x dialect pairings which resulted for each tape sequence in Study I are reported in Table 12.

Each sequence in Study I was comprised of 16 messages, four messages in each of the four dialect conditions; no message occurred more than once in each tape sequence. However, the restriction in phase two that each sequence contain one sample in each condition from each speaker was waived in Study I in order to accomodate the balancing of sequence difficulty. The order of presentation of the messages in each sequence was determined according to the block procedures described in Chapter 2.

In addition to the four tape sequences described above, two shorter messages were written and recorded by a bidialectal BE speaker in the se/se and be/be conditions for Study I. These messages and their corresponding word recognition tests were used as warm-up material to acquaint subjects with the experimental task and procedures.

## Testing Material

As a result of uninterpretable patterns of latency scores in pilot research, latency measures were excluded from the experimental

TABLE 12

MESSAGE X DIALECT PAIRINGS FOR STUDY I
TEST SEQUENCES*

| Sequence 1 | Sequence 2 | Sequence 3 | Sequence 4 |
|---|---|---|---|
| 9-se/be | 6-be/se | 6-se/se | 16-be/se |
| 15-be/se | 15-se/be | 14-se/be | 9-be/be |
| 7-be/be | 2-se/se | 7-be/se | 5-se/se |
| 11-se/se | 8-be/be | 4-be/be | 2-se/be |
| 5-be/se | 3-be/be | 1-se/be | 14-be/se |
| 16-be/be | 16-se/se | 12-be/se | 8-se/se |
| 6-se/be | 10-se/be | 5-be/be | 12-se/be |
| 14-se/se | 11-be/se | 9-se/se | 1-be/be |
| 2-be/be | 4-se/se | 16-se/be | 6-be/be |
| 12-se/se | 13-be/se | 10-be/be | 13-se/be |
| 1-be/se | 7-se/be | 3-se/se | 15-se/se |
| 8-se/be | 14-be/be | 8-be/se | 10-be/se |
| 3-se/be | 5-se/be | 2-be/se | 11-be/be |
| 13-be/be | 1-se/se | 15-be/be | 7-se/se |
| 4-be/se | 12-be/be | 13-se/se | 4-se/be |
| 10-se/se | 9-be/se | 11-se/be | 3-be/se |

*Numbers in each column indicate the message number as assigned in the development of the written materials.

design of Study I. This decision permitted the use of a group testing procedure in Study I, as opposed to the individual testing procedure used in pilot research. Consequently the forms of testing materials were altered to accomodate this group testing procedure.

Testing materials in Study I consisted of:

1. subjective measures of comprehension, i.e., the semantic differential scales,
2. objective measures of comprehension, i.e.,the word recognition items,
3. a general measure of recall ability, i.e., the digit test, and
4. a set of test instructions.

These materials, with the exception of the instructions, were organized in individual test booklets. The digit test booklet consisted of a list of eight three-digit numbers on a cover page and a series of 16 three-digit numbers on subsequent pages, one number per page. Test booklets for the warm-up and test messages consisted of one form of the semantic differential instrument presented on a cover page, followed by word recognition items on subsequent pages, one word per page. These test booklets were numbered on the cover page so that the word recognition items presented in the booklet corresponded to the test message from which those words were derived. The details of these materials are described below.

Objective Measures of Comprehension

Comprehension of the test messages was measured objectively by use of the word recognition procedure described in Chapter 2. According to that procedure, 16 words were presented to the subject on a tachistoscope screen one at a time; the subject identified each word as occurring or not occurring in the test message by pressing the appropriate button. In Study I word recognition items were typed in upper case letters on 3" x 5" sheets of paper, one word per page, and were arranged in test booklets. A sample of the word recognition form is shown below:

The subject indicated whether or not recognition items had occurred in the test message by writing "Yes" or "No" on each page below the word. Word recognition items were presented in a random order in each test booklet. A list of the word recognition items for the 16 test messages has been presented in Appendix C.

Subjective Measures of Comprehension

Subjective responses to the test messages were measured by use of the semantic differential scaling procedures defined in Chapter 1 and described briefly in the report of phase two of the pilot research in Chapter 2. According to these procedures, a series of seven sets of bipolar adjectives were used in Study I. These adjective pairs were based indirectly on previous research on listener attitudes related to language materials by Williams, Whitehead, and Miller (1971). The adjective pairs were:

1. fast-slow
2. formal-informal
3. interesting-uninteresting
4. black speaker-white speaker
5. standard-nonstandard
6. comprehensibile-incomprehensible, and
7. intelligible-unintelligible.

Two of the adjective pairs, "black speaker-white speaker," and "standard-nonstandard," had been demonstrated to elicit responses related to the "ethnicity" dimension of the messages (Williams, et al. 1971). The "comprehensible-incomprehensible" and "intelligible-unintelligible" adjective pairs had been demonstrated to elicit responses related to the "comprehensibility" dimension of the messages (Williams, et al., 1971). The "fast-slow," "interesting-uninteresting" and "formal-informal" pairs represented "filler" items.

The semantic differential instrument was constructed by displaying the members of each adjective pair at opposite poles of seven-interval scales as follows:

FORMAL ___:___:___:___:___:___:___ INFORMAL

The order of occurrence of the scales and the poles to which adjectives were assigned were randomly determined.

Three forms of the semantic differential instrument were devised; each form represented a unique assignment of scale order and pole position. One form of the semantic differential instrument has been presented below; all three forms are included in Appendix D.

INFORMAL ___:___:___:___:___:___:___ FORMAL

UNINTELLIGIBLE ___:___:___:___:___:___:___ INTELLIGIBLE

WHITE SPEAKER ___:___:___:___:___:___:___ BLACK SPEAKER

INCOMPREHENSIBLE ___:___:___:___:___:___:___ COMPREHENSIBLE

INTERESTING ___:___:___:___:___:___:___ UNINTERESTING

NONSTANDARD ___:___:___:___:___:___:___ STANDARD

FAST ___:___:___:___:___:___:___ SLOW

Digit Test Material

A special recognition task was used in Study I as a measure of subjects' general recall ability and familiarity with materials and procedure. The task had been used in phase two of the pilot research, where subjects were asked to determine whether each in a series of 10 two-digit numbers had occurred in a list of five two-digit numbers presented previously. In Study I, however, the numbers contained three

digits rather than two, the stimulus list was increased from five numbers to eight numbers, and the number of recognition items was increased from 10 to 16. The numbers presented on the original list were:

| | | | |
|---|---|---|---|
| 261 | 618 | 395 | 532 |
| 143 | 426 | 720 | 984 |

In addition to the numbers presented on the cover page, the recognition list was also comprised of the following distractor numbers.

| | | | |
|---|---|---|---|
| 374 | 158 | 416 | 263 |
| 782 | 939 | 849 | 124 |

The order of occurrence of the numbers in the digit test booklet was randomly determined.

Instructions

Each test packet also contained a set of instructions which stated briefly the rationale of the study and explained the procedures for completing the semantic differential scales and performing the word recognition task. These instructions have been presented in Appendix E.

The instructions, the digit test booklet, the warm-up booklets, and test booklets were arranged in manila packets. One packet of material was prepared for each subject.

Equipment

The group testing for Study I was conducted in a language

laboratory facility located in the Speech Building at the University of Texas at Austin. This facility was equipped with a master playback installation (Rheem Caliphone, Model LP 904T) and 25 individual listening stations equipped with headphones linked to the master console.

## Procedures

### General Procedures

BE and SE subjects were randomly assigned to one of four test sequence groups in Study I; each sequence group heard a different tape sequence of language material. For the BE group, this resulted in four subjects per test sequence, while for the SE group there were eight subjects assigned to each test sequence.

Comprehension testing materials were administered in four consecutive hours (1 p.m. - 2 p.m., 2 p.m. - 3 p.m., 3 p.m. - 4 p.m., 4 p.m., - 5 p.m.) to the four SE sequence groups on Friday, July 28, 1972. Materials were administered to the four BE groups in two consecutive hours (1 p.m. - 2 p.m., 2 p.m. - 3 p.m.) on Wednesday, August 2, 1972, and in two consecutive hours (3 p.m. - 4 p.m., 4 p.m. - 5 p.m.) on Thursday, August 3, 1972. Testing hours for the four SE sequence groups and the four BE sequence groups were assigned randomly.

### Administration of Language Material

As each subject (S) reported to the language laboratory, he was greeted, given a test packet and pencil, and asked to take a seat

at any listening station. When all Ss were present, they were welcomed as participants in a social dialect experiment conducted by the Center for Communication Research at the University of Texas at Austin. Ss were then instructed to check their packet of materials; each packet contained a set of instructions, two warm-up test booklets, a digit test booklet, and 16 comprehension test booklets.

After Ss had checked their materials, they were directed to remove the set of instructions and to read this material along with the test monitor. As indicated previously, these instructions detailed the procedure for completion of the semantic differential scales and the word recognition tasks, and outlined the format for the test period, i.e. the progression from the two warm-up messages, to the digit test, and finally to the 16 test messages.

After the instructions were reviewed, two warm-up tapes, one in the se/se condition and one in the be/be condition, were played for the Ss to familiarize them with materials and procedures. Ss listened to a warm-up message, completed the semantic differential scales, and then performed the recognition task.

Following the second warm-up message, Ss were instructed to remove the digit test booklet from the test packet and to study the list of numbers on the cover page. After Ss had studied the list for 10 seconds, they were directed to turn the page and to decide if each of the 16 numbers on the following pages of the booklet had been presented on the cover list. If the number occurred on the list, Ss wrote "YES" below the number; if the number had not occurred, Ss

wrote "NO."

When all Ss had completed the digit test, they were instructed to remove the test booklet numbered "1" and to listen carefully to the message. At the end of the message, Ss completed the attitude scales and the word recognition task for that message. If the words occurred in the test message, Ss wrote "YES" below the word; if the words had not occurred in the message, Ss wrote "NO."

When all 16 messages were played and the attitude and word recognition tasks were completed, Ss organized the materials in the test packets and turned them in to the monitor as they left the room. The entire testing period lasted approximately 50 minutes.

## Nature of the Data and Statistical Analyses

Two types of data were obtained in Study I. First, error scores were computed for each S on the digit test and the word recognition test for each of the 16 test messages. A response of "YES" when the item had not been presented in the stimulus, or a response of "NO" when the item had been presented in the stimulus constituted an error on the recognition task. Ss composite error scores for the word recognition tests and the digit test were derived by adding the number of incorrect responses for that stimulus. Second, scores were computed for Ss' subjective responses on the semantic differential measure. This was accomplished by assigning the extreme positive pole of the scale a value of seven and the extreme negative pole a value of one; intermediate intervals were assigned appropriate values from six to

two. Ss responses were recorded according to the value of the interval which was marked. Responses on the "standard-nonstandard" and "white speaker-black speaker" scales were added to yield a composite score on the "ethnicity" factor; responses on the "comprehensible-incomprehensible" and the "intelligible-unintelligible" scales were added to yield a composite score on the "comprehensibility" factor. Ethnicity and comprehensibility scores were computed for each S on each of the 16 test messages.

Word recognition and attitude data were analyzed according to analysis of variance procedures in a 2 x 4 x 4 design, in which dimensions corresponded to listener dialect (SE and BE), test squence (1-4), and message dialect condition (se/se, be/se, se/be, and be/be). Dependent variables in the analyses were the error scores on the word recognition test and the attitude scores on the comprehensibility and ethnicity factors of the semantic differential instrument. Results of these analyses have been summarized in Table 13. Error scores on the digit recognition test were analyzed separately using a t statistical model. The significance level of .05 was used in all analyses.

## Results

### Ethnicity Results

Prior to assessment of the main results, a preliminary question was whether S s perceived the materials as representative of different dialect conditions. The results which were most directly

TABLE 13

ANALYSES OF VARIANCE OF RESULTS ON
DEPENDENT MEASURES IN STUDY I

| Source | df | Accuracy MS | Accuracy F | Comprehensibility MS | Comprehensibility F | Ethnicity MS | Ethnicity F |
|---|---|---|---|---|---|---|---|
| Between | 47 | 49.4 | -- | 271.8 | -- | 127.9 | -- |
| Groups | 1 | 65.8 | 1.53 | 4973.8 | 27.58** | 402.2 | 3.00 |
| Test Sequence | 3 | 141.1 | 3.29* | 166.3 | .92 | 35.1 | .26 |
| Groups x Test Sequence | 3 | 38.9 | .91 | 28.4 | .16 | 47.1 | .35 |
| Error | 40 | 42.9 | -- | 180.4 | -- | 134.1 | -- |
| Within | 144 | 13.7 | -- | 77.3 | -- | 103.4 | -- |
| Dialect | 3 | 42.0 | 3.49 | 1918.3 | 36.42** | 3242.6 | 81.37** |
| Groups x Dialect | 3 | 10.9 | .90 | 178.4 | 3.39* | 58.3 | 1.46 |
| Test Sequence x Dialect | 9 | 44.2 | 3.68** | 60.0 | 1.14 | 34.7 | .87 |
| Groups x Sequence x Dialect | 9 | 11.6 | .97 | 30.5 | .58 | 33.9 | .85 |
| Error | 120 | 12.0 | -- | 52.7 | -- | 39.9 | -- |

*Significant at the .05 level of confidence.

**Significant at the .01 level of confidence.

related to this question were the SE and BE listeners' judgments of the "ethnicity" of the language materials. More specifically, the results most pertinent to the question were the comparisons of ethnicity rating cell means for the SE and BE listener groups in the four message dialect conditions. Comparisons were made by use of a critical difference test (Lindquist, 1956) of cell means.[3] These means and critical differences have been summarized in Table 14.

Results of the cell mean comparisons indicate that both listener groups discerned differences of ethnicity among the language materials and that these differences were perceived as representative of three dialect conditions. That is, the average ethnicity ratings for BE and SE listeners reflected the discrimination of three dialect conditions. These were:

1. se/se: Messages characterized by SE segmentals and suprasegmentals were judged by respondents in both listener groups as the most typical of Anglo speech and the most standard of the four dialect conditions.
2. se/be: Messages produced with SE segmentals and BE suprasegmentals were rated by both listener groups as less typical of Anglo speech and less standard than messages characterized by SE segmental and suprasegmental features. However, messages in the se/be condition were judged in each listener group as more typical of Anglo speech and more standard than messages in the be/se and be/be dialect conditions.

TABLE 14

MEANS FOR LISTENER GROUP X MESSAGE
DIALECT ETHNICITY RATINGS

| Dialect Condition | | se/se | be/se | se/be | be/be |
|---|---|---|---|---|---|
| Listener Group | BE | $37.12_{d}$* | $16.50_{a}$ | $31.31_{bc}$ | $19.12_{a}$ |
| | SE | $32.03_{cd}$ | $16.31_{a}$ | $26.47_{b}$ | $16.97_{a}$ |

*Means with common subscripts are not significantly ($p < .05$) different from one another.

3. be/se - be/be: Messages recorded with BE segmentals and SE suprasegmentals and messages characterized by BE segmental and suprasegmental features were rated by both listener groups as least typical of Anglo speech and least standard of the four dialect conditions. Neither listener group discerned ethnicity differences between messages in the be/se and be/be conditions.

No differences were observed between the two listener group on ethnicity judgments in any of the four dialect conditions.

Digit Test Results

A second preliminary question was whether the two listener groups were the same in terms of general recall ability. Results which related most directly to this issue were the mean error scores for the SE and BE listener groups on the digit recognition test. Since the mean error

scores for the BE group (4.0) and the SE group (4.7) were not significantly different ($t = 1.19$, d.f. = 46, $p < .05$), it was concluded that the two troups were the same in terms of general recall ability.

## Objective and Subjective Comprehension Results

### Primary Results

The main focus of Study I was on the comprehension performance, measured objectively and subjectively, of BE and SE listeners associated with the variation of segmental and suprasegmental features of Black dialect. Results which related most directly to Study I hypotheses were the comparisons of cell means for error scores and comprehensibility ratings for SE and BE listeners in the four message dialect conditions. These comparisons were made by use of a critical difference test (Lindquist, 1956) of cell means for error score and comprehensibility data. The means and critical differences for error score and comprehensibility data have been summarized in Tables 15 and 16, respectively. In terms of the two hypotheses of Study I, these results indicated that:

1. On objective measures, BE listener comprehension performance was not affected by variation of SE and BE segmental and suprasegmental features. That is, BE performance on objective measures of comprehension was approximately equal across the four dialect conditions, as reported in Table 15. By contrast, the manipulation of SE and BE segmental and suprasegmental features resulted in variation in BE listener's judgments of message comprehensibility. More specifically, variations in judgments of message comprehensibility

TABLE 15

MEANS FOR GROUP X DIALECT ERROR SCORES

| Dialect Condition | | se/se | be/se | se/be | be/be |
|---|---|---|---|---|---|
| Listener Group | BE | $14.75_{ab}$* | $15.63_{b}$ | $16.00_{b}$ | $15.75_{b}$ |
| | SE | $12.31_{a}$ | $14.09_{ab}$ | $15.03_{ab}$ | $15.72_{b}$ |

*Means with common subscripts are not significantly ($p < .05$) different from one another.

TABLE 16

MEANS FOR GROUP X DIALECT COMPREHENSIBILITY RATINGS

| Dialect Condition | | se/se | be/se | se/be | be/be |
|---|---|---|---|---|---|
| Listener Group | BE | $51.15_{c}$* | $41.13_{b}$ | $50.69_{c}$ | $44.38_{b}$ |
| | SE | $45.03_{bc}$ | $28.56_{a}$ | $41.81_{b}$ | $28.84_{a}$ |

*Means with common subscripts are not significantly ($p < .05$) different from one another.

were associated with the manipulation of segmental features. That is, BE listeners rated messages which incorporated BE segmental features (messages in the be/se and be/be dialect conditions) less comprehensible

than messages which incorporated SE segmental features (messages in the se/se and se/be dialect conditions). However, in dialect conditions in which segmental characteristics were held constant (i.e., in the se/se and se/be conditions and in the be/se and be/be conditions), the manipulation of suprasegmental features did not result in variation of comprehensibility judgments. That is, differences between se/se and se/be comprehensibility ratings and differences between be/se and be/be comprehensibility ratings were not significant.

2. SE listener comprehension performance was affected by the manipulation of SE and BE segmental and suprasegmental features in the language materials. SE performance on objective measures of comprehension deteriorated across the four dialect conditions according to the predicted pattern. However, the difference in comprehension performance was statistically significant between the dialect condition which involved both SE segmentals and suprasegmentals (the condition in which the fewest errors were reported) and the dialect condition which involved both BE segmental and suprasegmental features (the condition in which the most errors were reported). Responses on subjective measures indicated that the SE listeners judged messages which were not characterized by BE segmental features as

significantly more comprehensible than messages which incorporated BE segmentals. That is, SE listeners rated messages in the se/se and se/be dialect conditions significantly more comprehensible than messages in the be/se and be/be dialect conditions. In dialect conditions in which segmental features were held constant (i.e., in the se/se and se/be conditions and in the be/se and be/be dialect conditions), the manipulation of suprasegmental features did not result in variation of comprehensibility judgments. That is, differences between se/se and se/be comprehensibility ratings and differences between be/se and be/be comprehensibility ratings were not significant.

Implicit in the formulation of Study I hypotheses was the expectation that the performance of bidialectal BE listeners and SE listeners would be approximately equal in the se/se dialect condition, but distinguished in the remaining three conditions. That is, error scores on the objective measure of comprehension, i.e., the word recognition task, were expected to be greater for SE listeners than for BE listeners in dialect conditions characterized by features of Black dialect. Contrary to this expectation, however, comparisons of error scores for BE and SE listeners indicated no significant differences in comprehension performance in any of the four dialect conditions. By contrast, on subjective measures of comprehension performance, BE listeners rated dialect conditions characterized by

features of Black dialect significantly more comprehensible than SE listeners. That is, the difference between cell means for comprehensibility ratings for BE and SE listeners in the be/se, se/be, and be/be dialect conditions was significant.

Secondary Results

As reported in Table 13, analysis of variance of error score data from the word recognition task indicated a significant main effect for the test sequence group factor ($F = 3.29$, d.f. = 3, $p < .05$). Mean error scores for the four test sequences were: 1 = 14.29, 2 = 17.11, 3 = 14.95, 4 = 12.66. A significant interaction was also indicated among test sequence and message dialect factors ($F = 3.68$, d.f. = 9, $p < .01$). The mean error scores which resulted in the interaction have been presented in Table 17. These results indicate that comprehension performance might have been related to test sequence in general, and that performance in the four message dialect conditions specifically related to test sequence. However, the failure to find an interaction either of test sequence and listener group factors, or of test sequence, listener group and message dialect condition factors indicated that the effect of test sequence was related in the performance of both BE and SE listeners.

## Summary of Results

Results of the various objective and subjective measures administered in Study I indicated the following:

TABLE 17

ERROR SCORE RESULTS FOR TEST SEQUENCE X MESSAGE DIALECT INFORMATION

| Message Dialect | se/se | be/se | se/be | be/be |
|---|---|---|---|---|
| Test Sequence | | | | |
| 1 | 11.38 | 16.13 | 17.81 | 14.38 |
| 2 | 15.25 | 18.00 | 17.06 | 18.13 |
| 3 | 15.00 | 15.81 | 14.38 | 14.63 |
| 4 | 12.50 | 9.50 | 12.81 | 15.81 |

1. Both listener groups perceived the language materials as representative of three dialect conditions.
2. The two listener groups were equivalent in terms of general recall ability.
3. The research hypotheses of Study I were generally supported by BE and SE listeners' performance on objective measures of comprehension. That is, BE comprehension performance was approximately equal across the four dialect conditions, and SE comprehension performance deteriorated across the four conditions according to the expected pattern. However, the implicit expectation that SE listeners' error scores would exceed those of BE listeners in dialect conditions characterized by features of Black dialect was not confirmed.

4. Performance on subjective measures of comprehension in part conformed to expectations. That is, BE listeners rated dialect conditions characterized by features of Black dialect more comprehensible than did SE listeners. However, both listener groups rated the se/se and se/be conditions significantly more comprehensible than the be/se and be/be conditions.

## Footnotes

[1] Many Blacks have adopted mainstream or SE language patterns in order to progress in the White man's world, but also have retained production and reception capabilities in Black dialect.

[2] The Black counselor was Mrs. Almetris Duren, a Student Development Specialist in the Office of the Dean of Students at the University of Texas at Austin. Mrs. Duren maintained frequent contact with Black students on the University campus and was aware of the dialect backgrounds of these students.

[3] Since the $n$ of the two listener groups was not equal, the value of $\underline{n}$ was computed by using the formula:

$$\underline{n} = \frac{1}{\frac{1}{n_a} \times \frac{1}{n_b}}$$

# CHAPTER 4

# STUDY II

## Introduction

The focus of Study II was on the modification of SE speakers' comprehension of language materials which were distinguished by segmental and suprasegmental features of BE as a result of training in BE. More specifically, Study II compared the comprehension of these language materials, measured objectively and subjectively, by SE speakers who had been systematically exposed to tape-recorded samples of Black dialect with SE speakers who had not listened to the BE training samples.

The rationale for Study II, as developed in Chapter 1, was derived, in part, from the satisfaction of three assumptions. These were that:

1. Consistent segmental and suprasegmental features had been identified which distinguised SE and BE;
2. According to an analysis-by-synthesis explanation of speech perception, SE speakers who were familiar with Black dialect would comprehend BE better than SE speakers who were not familiar with the dialect;
3. Techniques had been developed which measured comprehension objectively and subjectively.

An additional rationale was developed by reference to previous research

in comprehension of BE which indicated that SE speakers improved their comprehension of Black dialect as a result of listening to Black peer speech. Pragmatic issues related to the development of appropriate language materials and the administration of these materials in a laboratory setting were resolved in pilot research, as reported in Chapter 2.

The general expectation in Study II was that the comprehension of SE speakers who had listened to Black dialect training materials (SET) and the comprehension of SE speakers who had not listened to the BE training materials (SEC) would be most distinguished in the be/be condition, second most distinguished in the se/be condition, third most distinguised in the be/se condition, and least distinguished in the se/se condition. Error scores for the SEC group were expected to exceed those for the SET group in the be/be, se/be, and be/se conditions; error scores for the two groups in the se/se condition were expected to be approximately equal.

## Method

### Subjects

The 32 Anglo subjects who had participated in Study I were also used as subjects in Study II. These were students enrolled in a fundamental speech communication course offered during the summer term at the University of Texas at Austin. None was a speaker of BE.

In Study I, eight students were randomly assigned to test

sequence group one, eight to test sequence group two, eight to test sequence group three, and eight to test sequence group four. Four students from each Study I test sequence group were randomly assigned to the SET dialect training group in Study II, and four students were assigned tc the SEC dialect training group from each Study I test sequence group. Each dialect training group, therefore, was composed of 16 subjects. A profile of the two training groups which resulted from this procedure has been presented in Table 18 in terms of age, sex, and university classification.

Dialect Training Materials

The dialect training materials represented the key independent variable in Study II. These training materials consisted of tape-recorded conversations in BE and written transcripts of the conversations for the SET group, and tape-recorded conversations in SE and written transcripts of the conversations for the SET group. Training sessions for both groups incorporated a word, phrase, or sentence recognition task which was comprised of sample items edited from the training materials; this test should not be confused with the word recognition test wnich was used for SET-SEC group comparisons. The details of the tape-recorded training materials, the written transcript materials, and the training recognition test materials have been described below.

TABLE 18

AGE, SEX, AND CLASSIFICATION CHARACTERISTICS OF SET AND SEC TRAINING GROUPS

| SET Listeners | | | | | | | | SEC Listeners | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sex | | | | | | | | Sex | | | | | | | |
| Male | | | | | | | Female | Male | | | | | | | Female |
| 8 | | | | | | | 8 | 8 | | | | | | | 8 |
| Age | | | | | | | | Age | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 25 | | 17 | 18 | 19 | 20 | 21 | 22 | 25 | |
| 1 | 3 | 2 | 4 | 3 | 2 | 1 | | 0 | 9 | 6 | 0 | 1 | 0 | 0 | |
| Classification | | | | | | | | Classification | | | | | | | |
| Fr. | | So. | | Jr. | | Sr. | | Fr. | | So. | | Jr. | | Sr. | |
| 4 | | 4 | | 2 | | 6 | | 9 | | 6 | | 0 | | 1 | |

Tape-Recorded Training Material

Tape-recorded conversations represented the primary training materials which were prepared for the SET and SEC groups in Study II. Training materials for the SET group consisted of conversations in BE, while training materials for the SEC group were comprised of conversations in SE. According to this design, therefore, both the SET and SEC groups received dialect training of some type; the only difference between the two groups was the particular dialect to which they were exposed.

BE Training Samples. - Training materials for the SET group consisted of tape-recorded conversations in Black dialect which were developed in the Washington (Loman, 1968) and Detroit (Shuy, et al., 1968) urban language studies. Conversations from the Washington Urban Language Study were generally typical of interpersonal Black peer speech, whereas conversations from the Detroit Urban Language Study were typical of Black speech patterns which would be elicited as responses to the probes of a white interviewer.

The BE recordings were scheduled into four training sessions, each session lasting approximately 30 minutes. The Washington and Detroit samples were scheduled alternately in approximately seven and one-half minute intervals in each training session. That is, in each training session, the first seven and one-half minutes was comprised of samples from the Detroit tape corpus, the second seven and one-half minutes consisted of tape samples from the Washington

corpus, the third seven and one-half minutes consisted of Detroit language samples, and the fourth seven and one-half minutes was comprised of Washington samples.

SE Training Samples. - Training materials for the SEC group consisted of tape-recorded interviews which were conducted as part of the National Speech and Hearing Association's survey of articulation disorders (Williams and Cairns, 1971). Participants in the interviews were Anglo children, ranging in age from seven to fourteen years, from Marshalltown, Iowa. All of the children were speakers of SE. The SE recordings were scheduled into four training sessions, each session lasting approximately 30 minutes.

Written Transcript Material

Written transcripts which corresponded to the tape-recorded training materials were prepared for the SET and the SEC training groups. Previous research (Williams and Rundell, 1971) indicated that the use of written transcripts increased the benefits of listening sessions in similar comprehension training situations.

Transcripts of the BE and SE training materials were written in standard orthographic symbols. Although BE allophones were realized in the tape-recorded materials for the SET group, the transcripts of these conversations presented the appropriate SE allophones in order to facilitate comprehension of the materials. A section of a transcript used by the SET group and a section of a

transcript used by the SEC group has been presented below. A complete sample transcript for each training group has been included in Appendix F.

Sample Section of SET Transcript

FW: How does that go? How does that work?

IN: You talking about if they count to ten and they go hide, and keep, until they keep the count to go hide, and then they go until somebody's got to go find them? Well, sometime they, that's, sometime we play that.

FW: That's right. How do you play it? How do you decide who's going to be it at the beginning of the game?

IN: What, uh, what did you say?

FW: How do they decide who's going to be it at the beginning of the game?

IN: I don't know; they don't usually play sometime.

FW: Uh. Do they ever say one potato, two potato?

IN: Uh uh.

Sample Section of SEC Transcript

FW: Okay. Direct me from the school to your home.

IN: Well, you go down that street, then you go down that street, well, well, you go to the high school and cut through the field, and then you go down Olive Street until you hit Fourth Street, and turn left on Fourth Street, and my house in the third house from the corner on the right side.

FW: Look at that picture please and make up a story for me.

IN: Well, there is this little kid and he took a wagon and he decided to put in all his things that he had into the wagon and he started pulling them along cause he was on a hike and he was going to bring all this stuff and see he got tired and he started taking all the things out. Pretty soon he didn't have anything left in the wagon he was carrying and so he had to go back home and get some more stuff.

Training Session Comprehension Test Material

In order to motivate subjects to attend to the training conversations, a recognition test was administered during each training session. Section one of the test was administered after the first 15 minutes of conversation. Section two of the test was administered at the end of the training session. Materials for the recognition test consisted of:

1. Tape-recorded stimulus items,
2. A set of instructions for the task, and
3. A response form on which subjects recorded their answers.

Training Session Recognition Test: Stimulus Material. - The stimulus items consisted of words, phrases, or sentences which were edited from the conversations to which the subjects were exposed. Items for the SET group, therefore, were words, phrases, or sentences characterized

by BE phonological features. By contrast, items for the SEC group were words, phrases, or sentences characterized by SE phonological features. Each section of the recognition test consisted of 10 stimulus items. However, a stimulus item could be composed of a single word, or a phrase, or a sentence. Therefore, stimulus items were controlled so that the total number of words to be recognized in each section of the test was approximately the same. Stimulus items from sample sections of SET and SEC recognition tests have been presented below. Complete training session recognition tests for the SET and SEC groups have been included in Appendix G.

| Sample SET Recognition Test Items | Sample SEC Recognition Test Items |
|---|---|
| 1. Sometimes we play that | 1. She teaches second grade |
| 2. That's five points | 2. She's thirteen |
| 3. Buy me a house and keep the rest | 3. He's putting on his hat |
| 4. He shot both of them | 4. Orange |
| 5. It's funny | 5. Bathtub |
| 6. Halloween party | 6. Jumping rope |
| 7. Before school started | 7. Well, we're happy together |
| 8. Long as you bring it back | 8. He has a car |
| 9. He had his mouth open | 9. Just walking out of the house |
| 10. She didn't want to frighten them | 10. He looks mad |

Training Session Recognition Test: Instructions. - The instructions directed subjects to listen carefully to each stimulus item and to write the item in the appropriate space on an attached response sheet.

The instructions emphasized the importance of writing the entire word, phrase, or sentence, or any portion of the stimulus that the subject was able to understand.

Training Session Recognition Test: Response Forms. - Response forms consisted of single sheets of paper with ruled spaces numbered from 1 to 20. The first 10 lines (numbered from 1 to 10) were designated as the response spaces for test section one stimulus items, which were presented after the subjects heard the first 15 minutes of conversation. The last 10 lines (numbered from 11 to 20) were designated as the response spaces for test section two stimulus items which were presented after the final 15 minutes of conversation.

A sample set of test instructions and a sample response form have been presented in Appendix H.

Tape-Recorded Stimulus Material

The tape recordings which served as stimulus material for the SE-BE listener group comparisons in Study I were also used as stimulus material for the SET-SEC listener group comparisons in Study II. These recordings have been described in detail in Chapter 2. Briefly, four tape sequences were constructed from 16 different messages; each in one of the four dialect conditions, from each of the four speakers were included in each test sequence. The message x dialect pairings and the order of message presentation for each test sequence were reported in Table 12 in Chapter 3. The texts of the 16 test messages have been presented in Appendix B.

## Testing Material

The objective and subjective measures of comprehension and the test instructions which were developed for Study I SE-BE comparisons were also used for Study II SET-SEC comparisons. These materials have been described in detail in Chapter 3. The 16 word recognition items for each message, the three forms of the semantic differential instrument, and the test instructions have been presented in Appendix C, D, and E respectively.

The digit test was not readministered in Study II, inasmuch as error scores on the digit test in Study I reflected subjects' general recall abilities. The digit test error scores obtained in Study I were reanalyzed in Study II to compare the general recall abilities of subjects in the SET and SEC training groups.

## Equipment

Dialect training sessions and comprehension testing sessions were conducted in the same language laboratory facility used in Study I. This facility was located in the Speech Building at the University of Texas at Austin, and was equipped with a master playback installation and 25 individual listening stations. Each listening station was equipped with headphones which were linked to the master console.

# Procedures

## General Procedures

### Test and Training Groups

The four test sequence groups developed for comprehension comparisons in Study I were retained in Study II. That is, for SET-SEC comparisons, subjects (Ss) assigned to test sequence one in Study I also heard test sequence one in Study II; Ss assigned to test sequence two originally also heard test sequence two in Study II, and so on with the remaining two test sequence groups.

For comprehension training purposes, the 32 Ss were divided into two training groups of 16 members each. Four Ss from each test sequence group were assigned to the SET training group and the remaining four Ss in each test sequence group were assigned to the SEC training group.

### Test and Training Schedule

Comprehension training materials were administered from Monday, July 31, through Thursday, August 3. One hour each morning and one hour each afternoon were scheduled for each training group. Ss attended the most convenient training session for their training group each day. Training sessions for the SET group were scheduled as follows:

Monday, July 31, and Wednesday, August 2:

9:00 - 10:00 a.m. or 3:00 - 4:00 p.m

Tuesday, August 1, and Thursday, August 3:

9:00 - 10:00 a.m. or 2:00 - 3:00 p.m.

Training sessions for the SEC group were scheduled as follows:

Monday, July 31, and Wednesday, August 2:

10:00 - 11:00 a.m. or 4:00 - 5:00 p.m.

Tuesday, August 1, and Thursday, August 3:

10:00 - 11:00 a.m. or 1:00 - 2:00 p.m.

Comprehension testing materials were administered in four consecutive hours (1:00 - 2:00 p.m., 2:00 - 3:00 p.m., 3:00 - 4:00 p.m., and 4:00 - 5:00 p.m.) to the four test sequence groups on Friday, August 4. Test sequence groups were tested at the same hour to which they were assigned to Study I.

Administration of Training Material

As each S reported to the language laboratory, he was greeted and directed to one of the individual listening stations. When all Ss had arrived, the experimenter (E) circulated the instruction sheet, the transcript of the training conversations, and the response forms for the word, phrase, or sentence recognition task.

Ss were then welcomed as participants in the Speech 305 listening training sessions. Ss were told that the listening sessions were designed to improve general listening ability, and that the

sessions were included as a regular unit in the Speech 305 curriculum. The listening sessions were never linked with the comprehension tests administered in Study I or the comprehension tests for SET-SEC comparisons in Study II.

After Ss were welcomed, they were directed to read the instructions along with the E. These instructions oriented Ss to the purpose and use of the transcript, and the procedures for recognition task. The instructions emphasized:

1. The importance of listening to the conversations and following the transcript in order to receive maximum benefits from the listening sessions, and
2. The importance of listening carefully to the test stimuli and writing any portion of the word, phrase, or sentence they were able to understand.

After Ss had read the instructions, they listened to the first 15 minutes of conversation.

At the end of the first 15 minutes of conversation, Ss were instructed to remove the response form and to write the stimulus words, phrases, or sentences in the appropriate space. When all Ss had completed the recognition task, they listened to the final 15 minutes of conversation, and then performed the second section of the recognition task.

When all Ss had completed the second recognition task, they returned the transcripts and response forms to E and were dismissed.

Each training session lasted approximately 45 minutes. The same procedure was followed in each training session.

Administration of Comprehension Testing Materials

Procedures for administration of comprehension testing materials for SE-BE comparisons in Study I were repeated in Study II. These procedures have been described in detail in Chapter 3. Briefly, the procedures were:

1. Ss were greeted, given a test packet and pencil, and directed to a listening station as they reported to the language laboratory.
2. Ss were welcomed as participants in the Center for Communication Research social dialect experiemnt.
3. Ss checked their test materials and read the instructions.
4. Ss heard the warm-up messages, completed the semantic differential scales, and performed the word recognition task for those messages.
5. Ss listened to the 16 test messages, completed the semantic differential scales, and performed the word recognition task as they heard each message.

When all Ss had completed the final word recognition test, they organized the materials in the test packets and turned them in to the E as they left the room. The entire testing period lasted approximately 50 minutes.

Nature of the Data and Statistical Analyses

Data obtained in Study II consisted of error scores on the objective measures of comprehension and attitude scores on the subjective comprehension measures. Error scores were computed by adding the total number of incorrect responses on the recognition task for each message. Responses were considered erroneous if S indicated that the word (or number on the digit test) had occurred in the message when, in fact, it had not occurred, or if S indicated that the word (or number) had not occurred in the message when, in fact, it had occurred in the message.

Attitude scores were computed by adding the value of the intervals marked by the Ss responses on the "standard-nonstandard" and "Black speaker-White speaker" scales were added to yield a score for the ethnicity factor, and responses on the "comprehensible-incomprehensible" and "intelligible-unintelligible" scales were added to yield a score on the comprehensibility factor. Ethnicity and comprehensibility scores were computed for each S on each of the 16 test messages.

Word recognition and attitude data were analyzed according to analysis of variance procedures in a 2 x 4 x 4 design, in which dimensions corresponded to dialect training group (SET and SEC), test sequence (1 - 4), and message dialect condition (se/se, be/se, se/be, be/be). Dependent variables in the analyses were the error scores on the word recognition test and attitude scores on the "comprehensibility"

and "ethnicity" factors of the semantic differential instrument. Results of these analyses have been summarized in Table 19.

Since the intervening dialect training experiences were not designed to improve general recall ability, the digit test was not re-administered in Study II. Rather, the digit test error scores for SE subjects--who were the same subjects participating in Study II--obtained in Study I were reanalyzed in Study II; comparison of the SET and SEC digit test error scores was made by use of a *t* statistical model.

The significance level of .05 was used in all Study II analyses.

## Results

### Ethnicity Ratings

Prior to the assessment of the main results, a preliminary question was whether *Ss* perceived these materials as representative of the different dialect conditions. Results which most directly related to this issue were the *Ss*' subjective responses to the "ethnicity" characteristics of the language materials. More specifically, the most pertinent results were the comparisons of ethnicity rating cell means for the SET and SEC training groups in the four message dialect conditions. Comparisons were made by use of a critical difference test (Lindquist, 1956) of these cell means. The means and critical differences have been summarized in Table 20.

TABLE 19

ANALYSIS OF VARIANCE OF RESULTS OF DEPENDENT MEASURES IN STUDY II

| Source | | Accuracy | | Comprehen-sibility | | Ethnicity | |
|---|---|---|---|---|---|---|---|
| | df | MS | F | MS | F | MS | F |
| Between | 31 | 58.6 | -- | 227.8 | -- | 73.4 | -- |
| Groups | 1 | 120.1 | 1.91 | 442.5 | 1.93 | 1.3 | .02 |
| Test Sequence | 3 | 36.9 | .58 | 52.6 | .23 | 121.9 | 1.62 |
| Groups x Test Sequence | 3 | 24.7 | .39 | 314.5 | 1.37 | 35.6 | .47 |
| Error | 24 | 63.0 | -- | 229.9 | -- | 75.1 | -- |
| Within | 96 | 11.6 | -- | 86.6 | -- | 68.9 | -- |
| Dialect | 3 | 29.8 | 3.36* | 1875.3 | 62.14** | 1198.6 | 40.95** |
| Groups x Dialect | 3 | 12.9 | 1.45 | 11.8 | .39 | 6.9 | .24 |
| Test Sequence x Dialect | 9 | 23.2 | 2.61** | 42.3 | 1.40 | 59.8 | 2.04* |
| Groups x Sequence x Dialect | 9 | 14.9 | 1.69 | 10.7 | .35 | 39.2 | 1.34 |
| Error | 72 | 8.9 | -- | 30.2 | -- | 29.3 | -- |

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

TABLE 20

MEANS FOR TRAINING GROUP X MESSAGE
DIALECT ETHNICITY RATINGS

| Dialect Condition | | se/se | be/se | se/be | be/be |
|---|---|---|---|---|---|
| Listener Group | SET | $28.75^{*}_{c}$ | $17.44_{a}$ | $25.50_{b}$ | $17.50_{a}$ |
| | SEC | $30.31_{c}$ | $17.31_{a}$ | $25.44_{b}$ | $16.94_{a}$ |

* Means with common subscripts are not significantly ($p < .05$) different from one another.

Results of the cell mean comparisons indicate that both training groups discerned differences of ethnicity among the language materials, and these differences were perceived as representative of three dialect conditions. That is, the average ethnicity ratings for SET and SEC listeners reflected the discrimination of the following three dialect conditions:

1. se/se: Messages characterized by SE segmental and suprasegmental features were judged by respondents in both training groups as the most typical of Anglo speech and the most standard of the four dialect conditions.
2. se/be: Messages characterized by SE segmentals and BE suprasegmentals were rated by both training groups as less typical of Anglo speech and less standard than messages produced with SE segmental and suprasegmental features. However, messages in the se/be condition were rated by both training

groups as more typical of Anglo speech and more standard than messages in the be/se and be/be dialect conditions.

3. be/se-be/be: Messages produced with BE segmentals and SE suprasegmentals and messages characterized by BE segmental and suprasegmental features were judged by both training groups as least typical of Anglo speech and least standard of the four dialect conditions. Neither training group discerned ethnicity differences between messages in the be/se and be/be dialect conditions.

No differences were observed between the two training groups on ethnicity judgments in any of the four dialect conditions

## Digit Test Results

The main hypotheses of Study II involved comparisons of Ss performance on an objective measure of comprehension, i.e., the word recognition task, which involved an element of general recall ability. Therefore, a second preliminary question was whether the SET and SEC training groups were the same in terms of general recall ability. Results which most directly related to this issue were the Ss performance on the digit recognition task administered in Study I. Inasmuch as the mean error scores for the SET group (4.56) and the SEC group (4.50) were not significantly different ($t = .001$, d.f. = 1, $p < .05$), it was concluded that the two training groups were the same in terms of general recall ability.

## Objective and Subjective Comprehension Results

### Primary Results

The main focus in Study II was on the comprehension

performance, measured objectively and subjectively, of the SET and SEC training groups associated with the variation of segmental and suprasegmental features of Black dialect. Results which related most directly to Study II hypotheses were the comparisons of cell means for error scores and for comprehensibility ratings for SET and SEC listeners in the four message dialect conditions. These comparisons were made by use of the critical difference test (Lindquist, 1956) of cell means for error score and comprehensibility data. Means and critical differences for error scores and comprehensibility ratings have been summarized in Tables 21 and 22, respectively. In terms of the Study II hypotheses, these results indicate that:

1. The comprehension performance of SET listeners on objective measures was not affected by the manipulation of SE and BE segmental and suprasegmental features in the language materials. That is, SET performance on objective measures of comprehension was approximately equal across the four dialect conditions, as reported in Table 21. By contrast, the manipulation of SE and BE segmental and suprasegmental features resulted in variation of SET judgements of message comprehensibility. More specifically, the variations in comprehensibility judgments were associated with the manipulation of segmental features. That is, SET listeners rated messages which incorporated BE segmental features

TABLE 21

ERROR SCORE MEANS FOR TRAINING
GROUP X MESSAGE DIALECT CONDITIONS

| Message Dialect | | se/se | be/se | se/be | be/be |
|---|---|---|---|---|---|
| Training Group | SET | $13.00^{*}_{abc}$ | $12.31_{ab}$ | $11.94_{a}$ | $13.75_{abc}$ |
| | SEC | $13.06_{abc}$ | $15.06_{cd}$ | $14.19_{bc}$ | $16.44_{d}$ |

* Means with common subscripts are not significantly ($p < .05$) different from one another.

TABLE 22

MEANS FOR TRAINING GROUP X MESSAGE
DIALECT COMPREHENSIBILITY RATINGS

| Dialect Condition | | se/se | be/se | se/be | be/be |
|---|---|---|---|---|---|
| Listener Group | SET | $46.88^{*}_{d}$ | $30.50_{ab}$ | $44.19_{d}$ | $33.50_{b}$ |
| | SEC | $43.56_{d}$ | $27.75_{a}$ | $38.69_{c}$ | $30.19_{ab}$ |

* Means with common subscripts are not significantly ($p < .05$) different from one another.

(messages in the be/se and be/be dialect conditions) less comprehensible than messages which incorporated SE segmental features (messages in the se/se and se/be dialect conditions). In dialect conditions in which segmental characteristics were held constant (i.e., in the se/se and se/be conditions and in the be/se and be/be conditions), the manipulation of supra-segmental features did not result in variation of comprehensibility judgments. That is, differences between se/se and se/be comprehensibility ratings and differences between be/se and be/be comprehensibility ratings were not significant.

2. The comprehension performance of SEC listeners on objective measures was affected by the manipulation of SE and BE segmental and suprasegmental featu s. That is, SEC comprehension performance, measured objectively, deteriorated across the four dialect conditions. Greatest comprehension difficulty was associated with the dialect condition characterized by BE segmental and suprasegmental features (the condition in which the most errors were reported). The least comprehension difficulty was experienced in the dialect condition which involved SE segmentals and suprasegmentals (the condition in which the fewest errors were reported). In addition to

> significant differences in comprehension performance in the se/se and be/be dialect conditions, the difference between comprehension performance in the se/be dialect condition and the be/be dialect condition was also statistically significant. Responses on subjective measures of comprehensibility generally paralleled ethnicity judgments. That is, SEC listeners rated messages characterized by SE segmental and suprasegmental features significantly more comprehensible than messages involving features of Black dialect. Messages in the se/be dialect condition were rated less comprehensible than messages in the se/se condition, but more comprehensible than those in either the be/se or be/be conditions. Comprehensibility ratings for messages in the be/se and be/be conditions were not significantly different.

Implicit in the formulation of Study II hypotheses was the expectation that the performance of SET and SEC listeners would be approximately equal in the se/se condition, but distinguished in the remaining three conditions. That is, error scores were expected to be greater for the SEC group in those dialect conditions characterized by features of Black dialect. This expectation was realized in Study II, as significant differences were reported between the error score cell means for the SET and SEC groups only in the be/se, se/be, and be/be dialect conditions. On subjective measures of comprehension,

however, the only significant difference between the two training groups occurred in the se/be dialect condition.

Secondary Results

As reported in Table 19, analysis of variance of error score results indicated a significant interaction among the test sequence and dialect condition dimensions ($F = 2.61$, d.f. = 9, $p < .01$). Mean error scores which contributed to this significant interaction have been reported in Table 23. The failure to find a significant training group x test sequence interaction or a significant training group x test sequence x dialect condition interaction indicated that the sequence effect was realized in the comprehension performance of both SET and SEC listeners.

## Summary of Results

Results of the various objective and subjective measures administered in Study II indicated the following:

1. Both listener groups perceived the language materials as representative of three dialect conditions.
2. The two listener groups were equivalent in terms of general recall ability.
3. The research hypotheses of Study II were largely supported. That is, SET performance on objective measures was approximately equal across the four dialect conditions, and SEC performance deteriorated

TABLE 23

MEAN ERROR SCORES FOR TEST SEQUENCES IN FOUR MESSAGE DIALECT CONDITIONS

| Dialect Condition | | se/se | be/se | se/be | be/be |
|---|---|---|---|---|---|
| Test Sequence | 1 | 13.38 | 13.86 | 17.25 | 15.00 |
| | 2 | 12.88 | 15.75 | 11.38 | 15.75 |
| | 3 | 14.75 | 13.50 | 11.63 | 15.25 |
| | 4 | 11.13 | 11.63 | 12.00 | 14.38 |

across the four conditions (although not according to the expected pattern). The implicit expectation that SEC error scores would exceed SET error scores in dialect conditions characterized by features of Black dialect was also met.

4. Contrary to expectations, listener group performance on subjective measures of comprehension did not parallel performance on objective measures. Both listener groups judged the se/se and se/be dialect conditions more comprehensible than the be/se and be/be conditions, and significant differences between the groups' comprehensibility ratings were reported only for the se/be condition.

# CHAPTER 5

# DISCUSSION

## Summary of the Study

The present research focused on the comprehension performance of SE and BE listeners associated with language materials which were distinguished by segmental and suprasegmental features of Black dialect. A further aim was to assess the nature of comprehension improvement on these same language materials by listeners who had been systematically exposed to Black peer speech.

Language materials consisted of narrative messages tape-recorded by bidialectal Black speakers in dialect conditions which reflected the manipulation of segmental and suprasegmental features of BE. The dialect conditions were:

1. SE segmentals and suprasegmentals (se/se),
2. BE segmentals and SE suprasegmentals (be/se),
3. SE segmentals and BE suprasegmentals (se/be), and
4. BE segmentals and suprasegmentals (be/be).

Comprehension of language materials was measured objectively, by use of a word recognition task in which subjects (Ss) identified a list of 16 words as occurring or not occurring in the stimulus message, and subjectively, by use of semantic differential scaling procedures which elicited responses related to the "comprehensibility" and "ethnicity" of the stimulus message. Issues related to the

administration of the language and comprehension testing materials were resolved in pilot research.

The present research was conducted in the form of two related studies. Study I focused on the comprehension performance of SE and bidialectal BE speakers associated with the language materials. Independent variables in Study I consisted of the dialect of the listener, the test sequence to which the listener was exposed, and the message dialect condition. Dependent variables in Study I were the error scores on the word recognition task, error scores on a digit recognition task incorporated as an index of general recall ability, and attitude scores for the comprehensibility and ethnicity factors of the semantic differential. Language and testing materials were administered to 16 BE Ss and 32 SE Ss according to the following procedures:

1. Ss heard two warm-up messages to familiarize them with equipment and procedure;
2. Ss performed the digit recognition task; and
3. Ss heard one of four test sequences of language materials, and, following each message, completed the semantic differential scales and performed the word recognition task.

Study II focused on the nature of comprehension improvement on the language materials as a result of systematic exposure to Black peer speech. SE listeners who had participated in Study I were assigned

to one of two dialect training groups in Study II. One training group (SET) listened to approximately two hours of tape-recorded Black peer speech; the other training group (SEC) listened to tape-recorded SE speech samples for the same time period. Following the training period, Ss were reassigned to Study I test sequence groups; subsequently, Ss listened to the language materials and repeated the word recognition and semantic differential rating tasks which they had performed in Study I. Independent variables consisted of the dialect of the training group, the test sequence group, and the message dialect condition. Dependent variables were the digit test error scores, error scores on the word recognition task, and attitude scores for comprehensibility and ethnicity factors of the semantic differential.

## Summary of Hypotheses and Results

### Study I

In terms of objective measures, the hypotheses and results of Study I were:

1. The comprehension performance of bidialectal BE speakers was predicted to be approximately equal across the four dialect conditions. Results on the word recognition task supported this hypothesis; that is, the comprehension performance of BE listeners was equal across the four dialect conditions.

2. The comprehension performance of SE speakers was predicted to deteriorate in those dialect conditions characterized by features of Black dialect. Word recognition error scores also supported this hypothesis; that is, the comprehension performance of SE listeners deteriorated in dialect conditions characterized by features of Black dialect, although this deterioration was significant only as it distinguished comprehension in the se/se and be/be dialect conditions.
3. Implicit in the statement of Study I hypotheses was the expectation that SE error scores would exceed those of BE speakers in dialect conditions characterized by features of Black dialect. This expectation was not met, however, as BE and SE listeners did not differ significantly in comprehension performance associated with any dialect condition.

Although subjective responses to the language materials were raised as a question rather than as an hypothesis, these results were expected to parallel results on objective measures of comprehension. In summary, subjective results indicated that:

1. Both listener groups perceived the language materials as representative of three dialect conditions.
2. Be listeners judged messages characterized by BE features significantly more comprehensible than did SE listeners. Both listener groups rated messages

characterized by SE segmental features significantly more comprehensible than messages which incorporated BE segmental features.

Study II

In terms of objective measures, the hypotheses and results of Study II were:

1. The comprehension performance of SET listeners was predicted to be approximately equal across the four dialect conditions. Results on the word recognition task supported this hypothesis; that is, the comprehension performance of SET listeners was approximately equal across the four dialect conditions.
2. The comprehension performance of the SEC group was predicted to deteriorate in dialect conditions characterized by features of BE. Results on the word recognition task also supported this hypothesis; that is, the comprehension performance of the SEC group did deteriorate in dialect conditions characterized by segmental and/or suprasegmental features of BE.
3. Implicit in the statement of Study II hypotheses was the expectation that SEC error scores would exceed SET error scores in dialect conditions characterized by features of BE. This expectation was met, as SEC error scores exceeded SET error scores in all except the se/se dialect condition.

Although subjective responses to the language materials were raised as a question rather than as an hypothesis, these results were expected to parallel results on objective measures of comprehension. In summary, subjective results indicated that:

1. Both training groups perceived the language materials as representative of three dialect conditions.
2. Contrary to expectations, no differences emerged between the training groups in judgments of dialect comprehensibility. Both training groups rated messages characterized by SE segmental features significantly more comprehensible than messages which incorporated BE segmental features.

## Interpretation of Results

### Study I

The first interpretation of Study I results related to SE and BE listeners responses to the "ethnicity" dimension on subjective measures of comprehension performance. These results indicated that both listener groups perceived the language materials as representative of three different dialect conditions. That is, the ethnicity ratings of both listener groups discriminated between messages in the se/se condition, messages in the se/be condition, and messages in the be/se - be/be conditions. These results would provide partial support for the assumption that the language materials represented an authentic manipulation

of segmental and suprasegmental features of Black dialect. Also, the fact that neither group discriminated between the ethnicity characteristics of the be/se and be/be conditions suggests that segmental features are more closely associated with Black dialect than suprasegmental features and, therefore, represent a more significant perceptual factor in dialect indentification.

The main interpretations of Study I results relate to the performance of SE and BE listeners on objective measures of comprehension. Contrasts were observed in the comprehension performance of SE and BE listeners in the four dialect conditions. That is, no differences were apparent in BE listeners' accomodation of segmental and suprasegmental features of Black dialect; error scores for the BE group on the word recognition task were approximately the same in all four dialect conditions. By contrast, SE listeners reflected difficulty in accomodating segmental and suprasegmental features of Black dialect; however, this difficulty was significant only as it distinguished SE listeners' comprehension performance on messages in the se/se and be/be dialect conditions. Although the performance of BE and SE listeners generally conformed to Study I hypotheses, the expected pattern of BE and SE error scores in each dialect condition was not realized. Contrary to expectations, no significant differences between SE and BE listeners' performance in any dialect condition was reported. This result suggests that the bidialectal BE speakers did not accomodate segmental and suprasegmental features of Black dialect any better than did Anglo SE speakers. In other words, SE speakers' comprehension

performance associated with segmental and suprasegmental features of Black dialect deteriorated, not in comparison with the comprehension performance of bidialectal BE speakers associated with these features, but in relationship to their comprehension performance associated with language materials characterized by SE segmental and suprasegmental features. The pattern of these results is consistent with previous research by Weener (1967) in which Anglo children's recall performance was greater in response to SE phonological stimuli than to BE phonological stimuli, although no differences in recall performance in response to SE and BE phonological stimuli emerged for Black children. Furthermore, in the Weener study, no significant differences in recall performance were reported between the two groups in response to either type of phonological stimulus; that is, similar to the present research results, SE and BE children did not differ in their recall of SE or BE phonological stimuli.

The final interpretation of Study I results relates to SE and BE listeners' judgments of the "comprehensibility" of the language materials. Subjective responses to the comprehensibility dimension of the materials indicates that BE speakers perceive themselves as accomodating segmental and suprasegmental features of Black dialect, whereas SE speakers do not perceive themselves as accomplishing this accomodation. Thus, comprehensibility ratings by BE speakers were higher than those ratings of SE speakers on those dialect conditions characterized by features of Black dialect. This result, coupled with results on objective measures of comprehension performance, suggests that the

"comprehension difficulty" associated with Black dialect experienced by SE speakers may be related more to an attitudinal set regarding comprehension of Black speech than to any real difficulty associated with contrastive features of Black dialect.

## Study II

The first interpretation of Study II results related to the SET and SEC listeners' responses to the "ethnicity" characteristics of the language materials. These results indicate that both training groups perceived the language materials as representative of three dialect conditions--the same conditions discriminated in Study I--and that ethnicity judgments of the two groups were equivalent. These responses suggest that perceptions of ethnicity features associated with Black dialect are not altered as a result of training experiences in Black peer speech. Also, the results provide additional support for the position that the language materials represented an authentic manipulation of BE segmental and suprasegmental features. Finally, in view of the fact that SET and SEC listeners failed to discriminate between the ethnicity characteristics of the be/se and be/be conditions, the suggestion posited in Study I should be reiterated in Study II; that is, segmental features appear to be more closely associated with Black dialect than suprasegmental features and, therefore, represent a more significant perceptual factor in dialect identification. Williams (1970) has argued that ". . .the speech cues may elicit some type of general personality, cultural, or ethnic stereotype, and most of a teacher's

judgments draw from this stereotype rather than from the continuous and detailed variety of input cues" (p. 486). The consistency with which segmental features are perceived as markers of Black dialect suggests that a small number of significant segmental features in a speech sample may be sufficient to elicit stereotypic responses from a listener.

The main interpretations in Study II relate to the performance of SET and SEC listeners on objective measures of comprehension. Contrasts were observed in the comprehension performance of SEC and SET according to the dialect condition of the language materials. The SEC group reflected difficulty in accomodating segmental and suprasegmental features of Black dialect. That is, error scores for SEC listeners increased in dialect conditions characterized by BE phonological features. This difference was significant, however, only as it distinguished comprehension of messages in the be/be condition from messages in the se/se and se/be conditions. By contrast, no differences were apparent for SET listeners' accomodation of segmental and suprasegmental features of Black dialect; error scores for the SET group in the four dialect conditions were approximately the same. More important than the SET or the SEC group's accomodation of the phonological features across dialect conditions were the comparisons of the two groups' comprehension performance in each of the four dialect conditions. These comparisons indicate that the SET listeners were better able to accomodate BE segmental and suprasegmental features than the SEC group. This result suggests that the training experiences in Black peer speech to which the SET group was exposed did improve SE speakers' abilities in the accomodation of segmental and suprasegmental features of Black dialect.

The final interpretation of Study II results relates to SET and SEC listeners judgments of the comprehensibility of the language materials. The results indicate a significant difference in comprehensibility ratings of the two groups only in the se/be condition. These results suggest that, although training experiences in Black peer speech improve SE listeners' comprehension performance on objective measures, these experiences alter the attitudinal set of SE listeners only in relationship to the comprehensibility of suprasegmental characteristics of Black dialect.

## Limitations of the Study

The present research involved certain shortcomings related to the language materials, task demands, and so on which limit the generality of the results. These limitations are:

1. According to the experiment procedures, Ss listened to 16 messages which were recorded in four dialect conditions. The order of the dialect conditions within test sequences was randomly determined. Thus, Ss were required, for example, to accomodate features of the se/se condition in one message, and to switch rapidly in the next message to accomodate be/be features. The fact that some Ss might have failed to comprehend the initial segment of a message because of a lag in making the perceptual shift to accomodate dialect features different from those in the preceding message would constitute a shortcoming in the experimental design.

2. Generalizations from the study are also limited by the artificial nature of the intermediate dialect conditions which isolate the BE segmental and suprasegmental features. That is, messages recorded in the se/be and be/se conditions do not completely represent natural linguistic phenomena. This is indicated by the difficulty of the bidialectal BE speakers in producing the language materials in the intermediate conditions, especially in the se/be condition. Thus, the artificial nature of certain messages might have served to interfere with comprehension as much as the segmental or suprasegmental features themselves.
3. The significant test sequence effect in Study I, although generalized across listener groups, also constitutes a shortcoming of the present research. This effect indicates that the comprehension performance of Ss was associated with the particular test sequence to which they were exposed. Ideally, comprehension performance would be determined by the dialect of the listener and the dialect in which the message was presented.
4. Certain additional variables related to the word recognition task were not controlled and therefore represent shortcomings of the present research. One such variable was the frequency of occurrence in the English language of words which served as test items. That is, the recognition of certain words in a message might have been associated

with the frequency with which those words normally occur in spoken or written English. Similarly, the position of the test words in the various messages was not controlled; Ss ability to recognize or failure to recognize certain test words might have been a function of the position of those words in the message, i.e., in the first sentence of the message or in the last sentence of the message. Finally, baseline data were not established for the relative difficulty of the individual test items across the language materials. That is, the recognition test for a certain message might have been comprised of items which, because of their association with the theme of the message, were likely to be identified accurately regardless of the Ss' comprehension of the words themselves. This condition might not have occurred in all of the messages, however, and as a result certain word recognition tests might have been inherently more difficult than others.

## Implications for Further Research

The latency measures were omitted from the final experimental design in the present research due to uninterpretable response reported in the pilot research. That is, latency of response did not emerge as a meaningful measure in discriminating the effect of dialect variation on comprehension behavior. According to the testing procedures in pilot research, Ss listened to a stimulus message and then identified a series

of test words as occurring or not occurring in the message. Latency of response, applied according to these procedures, represented an index of speed of recall, and not the speed of comprehension as a function of dialect variation. Thus, it is suggested that subsequent research incorporate response latency as an objective measure of comprehension performance, and that this measure be applied at the time the comprehension behavior is being invoked. By use of the phoneme monitoring procedure (Foss, 1969), for example, it is possible to measure the latency of Ss response in the identification of target phonemes which may reflect dialect variations, and such a measure would represent a valid index of comprehension difficulty associated with those variations.

Future research in dialect comprehension might also incorporate a greater variety of discourse than that used in the present study. The messages developed as stimulus materials were first person narrative messages and they reflected a limited variety of linguistic phenomena; future research might expand this stimulus sample to include dyadic conversation in dialect, interpersonal peer speech, or other forms of verbal behavior such as "rhyming" or "capping."

The focus in the present study was limited to the effect of phonological contrasts between SE and BE on the comprehension of Black dialect. However, certain grammatical and lexical contrasts between SE and BE have also been documented, and the nature of comprehension behavior related to these additional contrastive features should be explored in future research.

The final suggestion for future research relates to the

description--or, more appropriately, the lack of description--of the suprasegmental features of Black dialect. The bulk of the descriptive literature treating BE phonology has focused only on segmental features; to date, the Loman volume (unpublished manuscript) represents the only attempt at a thorough and systematic description of the suprasegmental characteristics of Black speech. Research should be directed in the future toward the development of a description of BE suprasegmental features which is as complete as current descriptions of segmental features of Black dialect.

## Practical Implications of the Study

The results of the present research have several practical implications related to the training of SE speakers who, because of occupation or other circumstances, are confronted with the task of comprehending Black dialect. One notable example of such an occupation is the teaching profession, where SE-speaking Anglo educators are frequently separated from their Black students by language or dialect. Shuy (1970), for example, has reported the reactions of some teachers to the language of their Black students:

> I have one child who mispronounces almost every word, but they say he does not have a speech problem.
>
> They do have trouble with pronunciation for they fail to use their teeth and their lips. This is necessary for getting the correct sound.
>
> Pronunciation is poor. Thing like 'I wanna go,' or 'punkin' for 'pumpkin' and things like that. Their dialect is just hard to understand for most teachers [emphasis added] (p. 124).

The results of Study II of the present research suggest that SE teachers' comprehension of BE can be improved by exposure to Black peer speech and, therefore, that training programs which present systematic listening experiences in Black dialect constitute a viable approach in lessening the linguistic barrier between teacher and student.

The content of dialect training programs need not be limited to tape recordings of BE. In summarizing Anglo teachers' misconceptions regarding the language of their Black students, Shuy (1970) stated:

> A major point in that there is a pattern in inner-city speech--just as there is pattern in every kind of speech. The teachers neither described the problem accurately nor understood its pattern (p. 125).

In view of SE teachers' misconceptions regarding BE, as reported by Shuy, the scope of the dialect training programs might be enlarged to include not only listening experiences in BE but instructional sessions which develop the pattern and distinctive features of Black dialect as well. More specifically, a package of dialect training materials might be developed which incorporated tape recordings of Black dialect coordinated with basic instruction in methods of linguistic analysis and description of BE. This tape package might be further expanded to incorporate language laboratory practice sessions which require repetition by the teacher-learner. Finally, the training package might be used in conjunction with actual exposure to BE speakers with a view toward amplifying the effects from controlled laboratory sessions with full days of contact with BE speakers in the classroom and on the playground. These training programs could be administered to prospective teachers as a part of the teacher

training curriculum and to teachers in the field in the form of in-service training programs.

Beyond the viability of training programs to achieve improved comprehension of BE, the results of the present research suggest a need to incorporate material and experiences in the programs which are designed to modify SE teachers' subjective responses to Black dialect. Results on subjective measures in Study I indicated that, although SE speakers understood language materials characterized by features of Black speech as well as bidialectal Black speakers in terms of objective measures, SE speakers judged BE less comprehensible and intelligible than did bidialectal BE speakers. Since SE speakers' reported difficulty in comprehension of BE might be associated with subjective responses to the dialect, training programs might include reporting procedures which apprise the teacher-learners of their progress in adjusting to Black speech in terms of objective measures.

Finally, subjective results indicated that SE speakers were sensitive to the differences between SE and BE, especially to segmental differences, and that attitudinal responses to these differences generally were realized in the form of "nonstandard" ratings for language materials characterized by features of Black dialect. Williams and Whitehead (1970) have pointed out that such responses are

> . . . symptomatic of a prescriptionist (for standard English) rather than, say, an aptness or a communicativeness criterion in evaluating children's speech. . . . The designation of nonstandard (or particularly as some say, substandard) implies a classification of 'deficiency' in a child's speech which overlooks that a child speaking a nonstandard dialect of English may be as developed, psycholinguistically at least, as his standard-English-speaking age mate.

Thus, dialect training programs such as the one described here might include instructional components on language variation, with a view toward eliciting responses from the teacher-learners which reflect sensitivity to the language differences--rather than the language deficiencies--of their Black pupils.

Although the dialect training approach developed above was related specifically to the needs of teachers, similar programs might also be considered in a variety of occupations. Members of the Indianapolis police force, for instance, participated in an in-service training program on Black dialect (see Newsweek, February 21, 1972). In addition to law enforcement officials, dialect training programs might also meet special needs of lawyers, social workers, doctors--occupations in which SE speakers are required to bridge the linguistic barriers which separate them from their BE speaking clients.

# APPENDIX A

## SAMPLE WORDS IN FOUR SEGMENTAL CATEGORIES SELECTED FOR STUDY

## WORD-FINAL PLOSIVES

| | | | | | |
|---|---|---|---|---|---|
| book | plate | coke | rope | sleep | road |
| bad | parade | street | rib | feet | trade |
| food | freak | float | wood | slip | creek |
| boat | check | read | out | bat | inside |
| broke | grape | seat | good | week | meat |
| doughnut | bread | speak | eat | bike | boot |
| grade | might | side | beat | feed | deep |
| coat | soap | backward | bed | tag | fat |

## INTERDENTAL FRICATIVES

| | | | | | | |
|---|---|---|---|---|---|---|
| both | mouth | path | another | lather | thicket | throng |
| bath | thread | either | weather | thrift | gather | through |
| clothes | fourth | other | bother | thrill | booth | worth |
| nothing | fifth | math | arithmetic | tooth | growth | wrath |
| father | though | three | lathe | sixth | thick | hearth |
| mother | thing | something | smooth | eighth | leather | breath |
| bathtub | threw | python | bother | teeth | thorn | thyroid |
| thought | bathroom | birthday | death | month | faith | lithe |

## "r" AND "l" GLIDES

| | | | | | |
|---|---|---|---|---|---|
| carrot | cartoon | sharp | milk | colt | bowl |
| bar | card | march | girl | shelf | people |
| cart | garbage | car | tool | pill | kill |
| floor | tar | dark | hall | tall | doll |
| door | tire | corn | chill | roll | school |
| card | course | fair | wolf | fall | ghoul |
| kindergarten | beard | clear | help | ball | wool |
| store | bark | port | silver | cold | pool |

## WORD-INITIAL AND -FINAL CONSONANT CLUSTERS

| | | | | | | |
|---|---|---|---|---|---|---|
| professor | fraction | list | wild | court | shift | dirt |
| brother | stream | bald | waist | friend | pest | screw |
| prepare | child | desk | toast | field | contract | blast |
| front | ghost | bend | hard | hand | rest | flask |
| practice | bust | test | collect | build | wrist | fast |
| brisk | cold | wasp | lift | left | risk | clasp |
| program | band | brand | fist | sand | trust | host |
| pound | craft | mind | fold | malt | bend | mask |

# APPENDIX B

# SE AND BE TRANSCRIPTIONS

# OF TEST MESSAGES

MESSAGE 1 - SE

I was sitting down at the bus stop yesterday and this cat was sitting there too. He had this funny kind of hat on. I asked him what kind it was. He said it was a hard hat and he had to have it for his trade. He also had on some special kind of work clothes and boots. We went on talking. He said he was a construction worker. He said he could build all kinds of things. Right then he was working on a tar roof on a church over at Fourth and Lemmons Streets. Before that he helped put up a fine arts building at a college and a big building downtown. He said he liked to work in the summer because he can't produce in the winter. He doesn't like the cold. Most of the time he said he rides on the truck to the job. They pick up material every morning and take it out there with them. But they didn't need any more material this day, so he had to ride on the bus. He looked big enough and strong enough to lift at least two hundred pounds. He said you've got to work hard to hold down a construction job, and I believe that after talking with him.

MESSAGE 1 - BE

I was sittin' down at de bus sto' yestuhday an' nis ca' was sittin' nere too. He ha' dis funny kin' of h' on. I ax him what kin' it was. He sai' it was a har' ha' an' he had to have it for his tra'. He also ha' on some special kin' of wo'k cloves an' boo's. We wen' on talkin'. He sai' he was a construction worker an' nat he coul' buil' all kin's of tings. Righ' den he was workin' on a taw roof on a church ovuh a' Fourf an' Lemons Street'. Befo' dat he he'ped pu' up a fine ahts builin' at a college an' a big builin' downtown. He sai' he lik' to wo'k in ne summuh 'cause he cain' puduce in ne winner. He doesn' like de code. Mos' of duh time he sai' he ri's on ne truck to get to de job. Dey pick up materiauh evuh mawnin' an' take it ou' dere wit dem. Bu' dey didn' nee' any mo' materiauh dis day, so he ha' to ri' on ne bus. He look' big enough an' strong enough to lif' a' leas' two hunner' poun's. He sai' you go' to wo'k har' to hol' down a construction job, an' I believe dat aftuh talkin' wif him.

MESSAGE 2 - SE

The most fun I ever had was the time me and my sister went to the carnival. They had all kinds of rides and things like that. And they sold cotton candy and candy apples. I ate so much of that junk at first that I got sick and had to sit down for a while. We rode on just about everything--the ferris wheel, airplanes, and weird looking cars. We even went through the scarey house and saw them witches with big old teeth, and bats, and stuff like that. It almost scared me to death. In one of those places they had a whole lot of mirrors. You'd look in one and you'd be real fat and then you'd look in another one and you'd be real tall. My sister looked real thin, like some kind of a freak. The last thing we rode on was the wild train. It took us all around the place. Sometimes it would go real slow up a hill and then go fast down the other side. When we left that ride I promised I'd never get on something like that again. On the way home we passed a drug store. I went in and got a malt and that cleaned me out of money.

MESSAGE 2 - BE

De mos' fun I evuh ha' was de time me an' my sistuh wen' to de ca'nival. Dey ha' all kin's a ri'es an' tings like dat. An' dey sol' cotton candy an' candy appuhs. I a' so much of dat jung a' firs' dat I go' sick an' ha' to si' down for a whiuh. We ro' on jus' 'bou' evuhting--de feuhs whee', aiuhpanes, an' weiuh lookin' ca's. We even wen' trough de scarey house an' saw dem witches wit big ole teef, an' ba's, an' stuff like dat. I' awmos' scauhed me to deaf. In one of dose places dey ha' a who' lo' a mirruhs. You' look in one an' you' be reauh fa', an' den you look in anova one an' you' be reauh taw. My sistuh look' reauh tin, like some kin' a free'. De las' ting we ro' on was de wil' train. I' took us all 'roun' de place. Sometime' i' woul' go reauh slow up a hiuh, an' den go fas' down de udduh si'. When we lef' dat ri' I pomised I' nevuh gi' on somefin like dat again. On ne way home we passe' a drug sto'. I wen' in an' go' a maw' an' dat cleane' me ou' a money.

MESSAGE 3 - SE

My little brother, the one that's in kindergarten, came home the other day with a silver dollar. He said he found it laying on the ground by the curb. He must be the luckiest person I know. He lost a tooth and got a dollar. Once when he went to the store to get some bread, a lady bought him a chocolate bar just for holding the door open for her. Another time, on his birthday, he won this bike that they were giving away down at the ice cream parlor. I never will forget the time when he got stung, though. It was on this narrow path that a big old wasp flew down out of a nest and hit him right on the hand. Man, that thing swole up so big he had a bigger fist than mine. It looked like it was broken. He put some grease on it and some of Dad's tobacco, but nothing seemed to work. Finally, after a few days it started going down and didn't hurt as much. I guess that was one time I was the lucky one. But ever since that day I've been scared to go out in the woods. I just know one of those things are going to sting me.

MESSAGE 3 - BE

My littuh buva, de one da's kinneygahden, came home de uddah day wif a siuhva dollah. He sai' he foun' i' layin' on ne groun' by de cur'. He mus' be de luckies' person I know. He los' a toof an' go' a dollah. Once when he wen' to de sto' to gi' some brea', a lady gave him a chokli' bah jus' for hol' in' de do' open for her. Anova time, on his birfday, he won a bike dat dey was givin' away down a' de ice cream pahlah. I nevuh wiuh fo'ge' de time when he go' stung dough. I' was on nis narrah paf dat a big ole was' flew down ou' of a nes' an' hi' him righ' on ne han'. Man, dat ting swole up so big he ha' a fis' bigguh dan mine. I' look' like it' was boken. He pu' some grease on i', an' some of da's tobacco, bu' nuffin' seem' to wo'k. Finely aftuh a few days i' stah 'e' goin' down' down an ' i' didn' hurt as much. I guess dat was one time dat I was de lucky one. Bu' evuh since dat dey I' been scare' to go ou' in ne woo's. I jus' know one of dose tings ah goin' to sting me.

MESSAGE 4 - SE

There are a few things I like about school, but one of them is not arithmetic. That's one course where I have trouble because I'm not good with numbers. I get most confused when we do fractions. In social studies we do lots of fun things. One time we set up a bank and people from other rooms would come in and try to get loans and stuff. Another time we studied about the frontier and we set up wagon trains and got to work in groups. There wasn't much in the way of books to read on the subject. The most fun, though, was in Arts and Crafts. We got to make things out of metals and woods. My teacher said if we do some good things, he'll let us have a trade fair and sell them. I do okay in reading and spelling. All those subjects are on the left hand side of my report card. On the right side they give you grades for things like conduct and work habits. Usually I do good on that side, but some other children do pretty bad. My best year ever was my sixth year. I made the honor roll every time.

MESSAGE 4 - BE

Dere ah a few tings I like abou' schoo', bu' one of 'em is no' rifmuhti'. Dat's one cose wheuh I have troubuh because I'm no' goo' wit numbuhs. I gi' mos' confuse' when we do f'actions. In sociuh studies we do lo's a fun tings. One time we se' up a bang and' peopuh from uddah rooms woul' come in an' try to gi' loans an' stuff. Anova time we studie' 'bou' de f'untiuh an' we se' up wagon trains an' go' to wo'k in grou's. Dere wadden much in ne way of boo's to rea' on ne subjec'. De mos' fun, dough, was in ahts an' craf's. We go' to make tings ou' of metahs an' woo's. My teachuh sai' if we do some goo' tings, he'uh le' us have a tra' faiuh an' seuh dem. I do akay in rea'in' an' spellin'. All dose subje's are on ne lef' han' si' of my repote cand. On ne righ' si' dey give you gra'es for tings like conduc' an' wo'k habi's. Usally I do goo' on nat si', bu' some uddah chilren do puhty ba'. My bes' yeauh was my six yeauh. I ma' de honuh ro' evuh time.

MESSAGE 5 - SE

The other day I went inside about three o'clock in the afternoon to watch Batman. Then my mother asked me to go to the store and pick up some things for supper. She had made out a list for me, and it wasn't too far, so I said okay. When I left she told me to hurry back so I could see the end of the show. When I got to the store the first thing I did was get me a cart. Then I started going around picking up the things she asked for. It was stuff like butter, milk, meat, and eggs. I finally got it all together and went for the money that I thought I had put in my pocket. I dug around, but the money wasn't there. Then I figured that I had left the money behind when I left the house. I put everything back on the shelf and ran home to get the dough. By then my brother was home from school, and he was hungry. I got the cash this time and we went back to the store together. When we finally got home, Batman was already off and the cartoons had started.

MESSAGE 5 - BE

De udduh day I wen' insi' about three o'clock in de afternoon to watch Ba'man. Den my muva aks me to go to de sto' and pick up some tings for suppa. She had made out a lis' for me, and it wadn't too far, so I sai' okay. When I lef' she tol' me to hurry back so I could see de en' of de show. When I got to de sto', de firs' ting I did was git me a car'. Den I start' goin round pickin' up de tings she aks for. It was stuff like butta, mi'k, mea', n eggs. I finally got it all togeva and wen' for de money dat I tought I had put in my pocket. I dug aroun', but de money wadn't dere. Den I figured dat I had lef' de money behin' when I lef de house. I put everting back on de shef and ran home to git de dough. By den my buva was home from schoo' and he was hongry. I got de cash dis time and we wen' back to de sto' togeva. When we finally got home, Ba'man was awready off and de ca'toons had started.

MESSAGE 6 - SE

Let me tell you about this thing that happened up at school the other day. Me and this dude were walking around in tne hall looking for something to do before class started. This teacher came out there and asked us if we would do him a favor and help him carry some books down to another room. We said we would. When we got in there that man had a pile of dictionaries that covered one whole side of the place. We saw that stack and knew right off that we were going to need more help. So we went down to the eighth grade wing and got some more kids to give us a hand. By the time we got through we had enough people to form this stream from one room to the next. We would hand the dictionaries all the way down the line and somebody would stack them at the other end. It didn't take us but about a half an hour to do the job. The teacher wrote down the name of everybody that helped. Later he got us out early and took us across the street and bought us a coke. There must have been at least twenty people there.

MESSAGE 6 - BE

Le' me tell you 'bout dis ting dat happen' up at schoo' de udduh day. Me an' dis du' were walkin' 'roun' in ne haw lookin' for somefin to do befo' class start'. Dis teachuh came out dere an' ax us woul' we do him a favuh an' hep him carry some boo's down to anuva room. We sai' we woul'. When we got in nere dat man ha' a pile of dictionaries dat cover' one whole si' of duh place. We saw dat stack an' knew right off dat we were gonna nee' more hep. So we wen' down to de eight gra' wing an' got some mo' ki's to give us a han'. By de time we got trough we ha' enough peopuh to fo'm dis scream from one room to de nex'. We woul' han' de dictionaries all le way down de line an' somebody woul' stack dem at de udduh en'. It didn' take us bu' abou' a haf an hour to do de job. De teachuh wro' down de name of evuhbody dat he'ped. Later on he go' us out of class early an' took us across de stree' an' bough' us a co'. Dere mus' na' been a' leas' tweny peepuhs dere.

MESSAGE 7 - SE

Every morning when I get up, the first thing I do is look for something to eat. I go in the kitchen and get a cup of coffee. Sometimes I might just have a donut or some toast. But usually I fix up some eggs and bacon and have a glass of milk. One time when I got up early I couldn't find a plate, so I had to eat the stuff right out of the pot. I used to do that sometimes when I was a little child. Another time all I could find was a carrot and some peas, so I had them for breakfast. After I eat I usually put on a coat and go outside and see what's going on down the street. Sometimes I can pick up a game of ball. If nothing is happening I'll go back to the house and see what I can stir up there. I might call some friends to go to a show. I might read a ghost story or something about some scarey creatures. I might even do some math or I'll go over to the park. There is always something going on over at the park.

MESSAGE 7 - BE

Evuh mawnin' when I git up, de firs' ting I do is look for somefin to ea'. I go in ne kitchen an' git a cup of coffee. Some time I migh' jus' have a donu' or some toas'. Bu' usuhlly I fix up some egg' an' bacon an' have a glass of mi'k. One time when I go' up early I couldn' fin' a pla', so I ha' to ea' de foo' righ' ou' of de po'. I use' to do dat sometime when I was a littuh chil'. Anuva time all I coul' fin' was a ca'ut an' come peas, so I ha' dem for breakfas'. Aftuh I ea' I usuhlly pu' on a coa' an' go ou'si' an' see what's goin' on down ne stree'. Sometime I can pick up a game of baw. If nofin' is happenin' I go back to de house an' see wha' I can stir up dere. I migh' caw up some frien's an' go to de show. I migh' rea' a ghos' story or somefin 'bou' some scarey creatuhs. I migh' even do some maf or go ovuh to de pa'k. Dere is awways somefin goin' on ovuh at de pa'k.

MESSAGE 8 - SE

One day last week we had to go out to the home of our professor. He was a fat little man and he was going bald. There were lots of things he was proud of, but he was most pleased with his shop that he had made out of his garage. Everything in it was so neat. There were separate trays for nuts, bolts, screws, nails, and things like that. And he had some big equipment like a buzz saw and a lathe and a huge table to work at. He had made little things like a wood bowl and big things like his boat. After we had seen the shop, he asked us in for a coke. We didn't want to be a bother, but we asked him if we could walk around his yard. He had planted a garden and there were all sorts of beautiful flowers in bloom. He said it was the best time of the year for the flowers' growth. I told him I had never seen anything that pretty, and he was pleased. Altogether we stayed out there about three hours. That was a fun way to have class, and I wish we could have visits like that more often.

MESSAGE 8 - BE

One day las' wee' we ha' to go ou' to de home of our puhfessuh. He was a fa' littuh man an' he was goin' bal'. Dere were lo's of tings he was prou' of, bu' he was mos' please' wif his shop dat he ha' ma' ou' of his garage. Evuhting in it was so nea'. Dere were sepuht trays for nu's, bolts, screws, naiuhs, and tings like dat. An' he ha' some big equipmen' like a buzz saw an' a lave an' a hugh tabuh to wo'k a'. He ha' ma' littuh tings like a woo' bow' an' big tings like his boa'. Aftuh we ha' seen ne shop, he ax us in for a co'. We didn' wan' to be a bova, bu' we axt him if we coul' wawk aroun' his yahd. He ha' plan'e' a gahdan an' nere were all sor's of beautifuh flowuhs in bloom. He sai' it was de bes' time of de yeauh for de flowers growf. I tol' him I ha' nevuh seen anyting dat puhtty, an' he was please'. Altogeva we staye' ou' dere 'bou' tree hours. Dat was a fun way to have class, an' I wish we coul' have visits wif our teachuhs like dat mo' offen.

MESSAGE 9 - SE

Last summer we went on a trip. It was a vacation trip. We left on a Friday and got back on Sunday. Man, did we have a good time! We packed a lot of our own food so we wouldn't have to stop at diners to eat. In those nine days we really covered some territory. The thing I liked most was the beach. I loved running in the sand. We didn't have any big waves, and the water wasn't too deep. You could wade out for about a mile and the water would come up to about your waist. There weren't any of those sharp drop-offs. My friend stepped in a hole once, and got scared. I laughed at him real hard; it was funny the way he looked. He got mad and throwed a fit and said he hoped a crab bit me. We went to some other fun places too. We stopped at a snake pit and saw a big old python. Man, that thing was big! Nobody wanted to get too close and get bit. We knew that thing could kill a person. When we got back we were so tired that we had to stay in bed almost two days to catch up on our sleep.

MESSAGE 9 - BE

Las' summuh we wen' on a trip. It was a vacation trip. We lef' on a Friday an' go' back on ne nex' Sunday. Man, di' we have a goo' time! We pack' a lo' of our own foo' so we wouldn' have to stop at dinuhs to ea'. In dose nine days we really cover' some territory. De ting I lik' mos' was de beach. I love' runnin' in ne san'. We didn' have any big waves, an' ne watuh woul' come up to abou' your wais'. Dere weren' any of dose sha'p drop-offs. My frien' step' in a hole once, dough, an' he go' scare'. I laughe' at him reauh har'; it was funny de way he look'. He go' ma' an' trowed a fi' an' sai' he hope' a cra' bi' me. We wen' to some udduh fun places too. We stoppe' a' a sna' pi' an' saw a big ole pyfon. Man, dat ting was big! Nobody wan'e' to get too close an' get bi'. We knew dat ting coul' kiuh a puhson. When we go' back we were so tire' dat we had to stay in be' awmos' two days to catch up on our slee'.

MESSAGE 10 - SE

I had this friend who was a secretary to a lawyer downtown. She lived next door and I could hear her typewriter going until late at night. That machine fell off the table one night and scared me to death. I guess she had to bring stuff home to work on. I don't think she ever got enough sleep. The office was in a big bank building and she would catch a bus because there wouldn't be any place to park. That was really a hard job she had, but she said she liked it. Mainly the pay was real good. She didn't have any children. It was just her and her husband. They came over once to play cards and visit. After that, every Saturday, we would all go out and do something. We might go to a show, go bowl, or go fishing in the creek. Sometimes we would stay right there and throw darts or watch a ball game. What we did would depend on the weather. They were real nice people. But then her husband got transferred to another town and they moved. We hear from them now and then. They say they will probably be moving back before long.

MESSAGE 10 - BE

I ha' dis frien' who was a secruhtary to a lawyuh downtown. She live' nex' do' an' I coul' heah her typewrituh goin' untiuh la' a' nigh'. Dat machine feuh off de tabuh one nigh' an' scauh' me to deaf. I guess she ha' to bring stuff home to wo'k on. I don' tink she evuh go' enough slee'. De office was in a big bang builin' an' she woul' catch a bus because dere wouldn' be any place to pa'k. Dat was really a har' job she ha', bu' she sai' she liked it. Mainly de pay was reauh goo'. She didn' have any chilhrun. I' was jus' her an' her husban'. Dey came ovuh once to play ca'ds an' visi'. Aftuh dat, evuh Satuhday, we woul' all go ou' an' do somefin'. We might go to a show, go bow', or go ou' fishin' in de creek. Sometime we woul' stay righ' dere an' trow da'ts or watch a ba' game. Wha' we di' woul' depen' on ne weavuh. Dey were reauh nice peopuh. Bu' den her husban' ga' tranfeuhed to anova town an' ney move'. We heauh from dem now an' den. Dey say dey wiuh pobly be movin' back befo' long.

MESSAGE 11 - SE

When I get me enough money I'm going to buy me a bike. It's going to be one of those fancy kinds that have a long banana seat and the big wheel in the back and the little one on the front. I saw one of them once in a department store. It was bright orange with all black tires that were smooth as glass. I don't know what brand it was, but I'm going to find out and get one, maybe for my birthday. After I get it, I can go for a ride anytime I want and where I want. One place I'll probably go is over to the zoo. We went there once a long time ago. We took our grandmother to protect us. We threw peanuts to the monkeys and gave the seal some fish. They have these mean looking tigers over there too. We didn't feed them anything. These old polar bears would sit up and roll over when we would chunk stuff to them. The ugliest animal there was a big crocodile that must have been ten feet long. He was sunk down in some water and was real hard to see. Besides the zoo there is no telling where else I might go.

MESSAGE 11 - BE

When I gi' me enough money, I'm gonna buy me a bi'. I's gonna be one of dose fancy kin's dat have de long banana sea' an' ne big wheeuh in ne back an' ne littuh one on ne fun'. I saw one of dem once in a depahmen' sto'. I' was brigh' orange wi' all black ti'uhs da' were smoove as glass. I don' know wha' bran' i' was, bu' I'm goin' to fin' ou' an' gi' one, maybe for my birfday. Aftuh I gi' i'. I can go for a ri' anytime I wan' an' wheuh I wan'. One place I'uh pobly go is ovuh to de zoo. We wen' dere once a long time ago. We took our gran'mova to puhtec' us. We trew peanu's to de monkeys an' gave de seauhs some fish. Dey have dose mean lookin' tiguhs ovuh dere too. We didn' fee' dem anyting. Dese ole poluh beauhs woul' si' up an' ro' ovuh when we woul' chung stuff to dem. De uglies' animah dere was a big cahkadiuhs da' mus' have been ten fee' long. He was sung down in some watuh an' was reauh har to see. Besi'es de zoo, dere is no tellin' wheuh else I migh' go.

MESSAGE 12 - SE

One time we were playing ball out in the alley and this old lady yelled out her door for us to be quiet. We didn't pay her no mind and kept on with our game. After about five minutes she screamed at us again to be quiet. Well my friend with the big mouth yells back for her to shut up. She came after us with a switch and chased us to the end of the block. She said she would call the police if we bothered her again. I was scared she had already called them. We got some rocks then and threw them at some bottles that were sitting on a fence. Finally somebody said we should get up a game of tag. We counted potatoes to see who was it. Well I was the last one out and that meant that I was the one to be it. Everybody took off running in every direction and I chased after them. One little child took off down that alley and I knew I could catch him. But before I got to him this same old girl came outside and I ran right into her. She grabbed her throat and screamed. I was so scared I couldn't speak. I guess that was the most trouble I've ever been in.

MESSAGE 12 - BE

One time we were playin' ba' ou' in ne alley an' dis ole lady yeuh' ou' her do' for us to be quie'. We didn' pay her no min' an' kep' on wit out game. Aftuh 'bou' five minutes, she screame' a' us again to be quieuh. Well, my frien' wif de big mouf yeuhs back for her to shu' up. She came aftuh us wit a switch an' chase' us to de en' of de block. She sai' she woul' ca' de police if we bovuhe' her again. I was scare' she ha' awready call' dem. We go' some rocks den an' trew dem a' some bottuhs dat were sittin' on a fence. Finely somebody sai' we shoul' gi' up a game of ta'. We coun'e' puhtatuhs to see who was i'. I was de las' one ou' an' dat mean' dat I was i'. Well evuhbody took off runnin' in evuh direction an' I chase' aftuh dem. One littuh chile took off down nat alley an' I knew I coul' catch him. Bu' befo' I go' to him dis same ole gir' came ou'si' an' I ran righ' into her. She grabbe' her troa' an' screame'. I was so scare' I coul'n' spea'. I guess dat was de mos' troubuh I evuh been in.

MESSAGE 13 - SE

Every morning at school, when the first bell rings, we have this special program. The teacher will tell us to clear our desks and then the principal will talk to us out of the box in the front of the class. First we stand and say the Pledge of Allegiance. Then we sing the Bruin song. After that, there will be some announcements about things we have to do during that day. Sometimes in the fall the cheerleaders will do a yell if there is a game that week. After all that, the teacher will take roll. We all try to take the absence slip down to the office. The teacher will shift around who gets to take it. She'll give you a card to be out of class. I took it to the office once and acted like I got lost on the way back and didn't go the room until first period was through. The teacher called my father and wouldn't let me take absences down for a month. But that was okay with me because my turn wouldn't come up anyway for that long. Besides, it was more fun to go around and wave at people in the other wings.

MESSAGE 13 - BE

Evuh mawnin' a' schoo', when de firs' beuh rings, we have dis speciuh pogram. De teachuh will tell us to cleauh our des' an' den de principuh will tawk to us ou' of de box in ne f'un' of de class. Firs' we stan' an' say de Pledge of Allegiance. Den we sing de Bruin song. Aftuh dat, dere will be some kin' of announcemen's 'bou' tings we have to do durin' dat day. Sometimes in ne fa' de cheeuhleaduh will do a yeuh if dere is a game dat wee'. Aftuh all dat, de teachuh will take ro'. We all try to take de absence sli' down to de office. De teach uh will shif' aroun' who gi's to take i'. I took i' to de office once an' ak'ed like I go' los' on ne way back an' didn' go to de room until firs' period was trough. De teachuh calle' my favah an' wouldn' le' me take absences down for a monf. Bu' da' was okay wit me 'cause my tuhn wouldn' come up anyway for dat long. Besi's, i' was mo' fun to go 'roun' an' wave at peopuh in ne udduh wings.

MESSAGE 14 - SE

I got sick one time last year. I came down with this cold and my mother made me go to the doctor. She said she wanted him to check it out. Well, the man said that besides me running a high temperature and just feeling bad, he couldn't find nothing else wrong with me. He told me to stay in out of the rainy weather and to take this little pill that he had the druggist prepare for me. I had to take one every three hours. He also told me not to go barefoot outside or to walk on the floor without my shoes. He also gave me a bottle with some kind of syrup in it that tasted terrible. I had to take it once a day at least. I felt rotten for about another week. I don't know if it was being sick or the medicine that kept me down. One thing I do know--the next time I get sick I'm just going to save that twenty dollars, buy me a fifth, stay in bed, and I'll feel better real fast. I hadn't felt like that, though, since I was a little child. But I did get a good rest and got to watch some good television programs.

MESSAGE 14 - BE

I go' sick one time las' yeauh. I came down wit dis col' an' my muva ma' me go to de doctuh. She sai' she wan'e' him to check i' ou'. Well, de man sai' dat besi'es me runnin' a high tempuhtuuh an' jus' fellin' ba' he couldn' fin' nuffin' else wrong wit me. He tol' me to stay in ou' of de rainy weavuh an' to take dis littuh piuh dat he ha' de druggis' pupauh for me. I ha' to take one evuh tree houuhs. He also tol' me not to go bahfoo' ou'si' or to wawk on ne flo' witou' my shoes on. He also gave me a bottuh wif some kin' of syru' in i' dat tas'ed terribuh. I ha' to take i' once a day a' leas'. I fel' rotten for abou' anova wee'. I don' know if i' was bein' sick or de medicine dat kep' me down. One ting I do know. De nex' time I gi' sick I'm jus' goin' to save dat twen'y dollahs, buy me a fif, stay in be', an' I'uh feeuh bettuh reauh fas'. I hadn't fel' like dat, dough, since I was littuh chil'. Bu' I di' gi' a goo' res' an' go' to watch some goo' television pograms.

MESSAGE 15 - SE

The thing I like most about the fall is all the parades they have. They come along with those big trucks that have a whole bunch of people on them. My sister said it is a thrill to get to march in one. Sometimes they have a girl all dressed up in a pretty dress, and sometimes they have funny creatures, like a dog or a wolf, or some mice and pigs. They aren't real though. They just have on costumes. Up in the front they have the band with all kinds of instruments. I always like the drums best. And some of those women carry around batons that look like pipes. When you get close to the rides you can catch some of the candy and toys they throw from the floats. This boy sitting next to me on the curb caught five pieces of bubble gum and some beads on a thread, and I didn't catch anything. He gave me a piece of his gum though. He was real nice. Later on he asked me if I wanted one of the trinkets he had caught, but I said no. I knew it wouldn't be long before I'd lose them.

MESSAGE 15 - BE

De ting I like mos' 'bou' de fa' is all de para'es dey have. Dey come along wif dose big trucks dat have a who' bunch of peopuh on nem. My sistuh sai' i' is a trill to gi' to mahch in one. Sometime dey have a giruh all dress' up in a puhty dress, an' sometime dey have funny creatuhs, like a dog or a woff, or some mice an' pi's. Dey aren' reauh, dough. Dey jus' have on costumes. Up in ne f'unt dey have de ban' wif all kin's of instrumen's. I awways like de drums bes'. An' some of dose women cahry 'roun' batons dat look like pipes. When you gi' close to de ri'es you can catch some of de candy an' toys dey trow from de floa's. Dis boy sittin' nex' to me on ne cur' caugh five pieces of bubahgum an' some bea's dat was on a trea'. I didn' catch nuffin. He gave me a piece of his gum dough. He was reauh nice. Latuh on he axt me if I wan'e' one of de trinke's he ha' caugh', bu' I sai' no. I knew i' wouldn' be long befo' I' lose em.

MESSAGE 16 - SE

My sister is a real pest sometimes. The other day I was going to go outside and get up a game of ball, only my mother told me I had to let my sister play too. When we chose up sides, nobody wanted her on their team, so she went inside crying. I went and got her and told her she could be on my team and she could play out in the field. She said all right and went out behind third base. Somebody hit a ball out there to her, but that dumb girl wasn't even looking at the man at bat. She was picking a flower. I couldn't throw her off the team because she would go tell and I would have to go in. I guess it would have been just as well, though, because we lost with her playing. I asked her if she would rather jump rope or play with a doll, but she said no. I kept hoping she would go gather flowers or go in and go to sleep, but she stayed the whole time. Finally at dark mother called her in to get her bath. The only problem was, she called me in too. We ran home down the south road. I kept on wishing I could stay out longer and get some practice.

MESSAGE 16 - BE

My sistuh is a reauh pes' sometimes. De uddah day I was goin' to go ou'si' an' ge' up a game of ba' only my muva tol' me I ha' to le' my sistuh play too. When we chose up si'es, nobody wan'ed her on dere team, so she wen' insi' cryin'. I wen' an' go' here an' tol' her she coul' be on my team an' dat she coul' play ou' in de fiel'. She sai' awrigh' an' wen' ou' behin' tir' base. Somebody hi' a ba' ou' dere to her, bu' dat dum' gir' wadden even lookin' a' de man a' ba'. She was pickin' a flowah. I couldn' trow her off de team because she woul' go an' tell an' I woul' have to go in. I guess i' woul' have been jus' as well, dough, because we los' wif her playin'. I axt her if she woul' ravuh jump rope or play wif a do', bu' she sai' no. I kep' hopin' she woul' go gavuh flowuhs or go in an' go to slee', bu' she staye' de who' time. Finely a' da'k muva calle' her in to gi' her baf. De only poblem was, she calle' me in too. We ran home down de souf roa'. I kep' on wishin' I coul' stay ou' longer an' gi' some pactice.

# APPENDIX C

# WORD RECOGNITION TEST ITEMS FOR TEST MESSAGES

| MESSAGE 1 | MESSAGE 2 | MESSAGE 3 | MESSAGE 4 |
|---|---|---|---|
| *trade | *fat | *bread | *grade |
| *boots | *freak | *woods | *read |
| rivet | peanuts | bit | add |
| clock | slide | night | music |
| *fourth | *teeth | *path | *arithmetic |
| *clothes | *thin | *tooth | *sixth |
| thick | health | thicket | worth |
| leather | booth | thorn | thorough |
| *cold | *cars | *silver | *fair |
| *tar | *tall | *bar | *school |
| nickel | beard | arm | share |
| clear | chill | help | shelf |
| *build | *malt | *fist | *crafts |
| *pound | *wild | *wasp | *conduct |
| dirt | grand | contest | desk |
| screw | short | best | test |

| MESSAGE 5 | MESSAGE 6 | MESSAGE 7 | MESSAGE 8 |
|---|---|---|---|
| *inside | *books | *doughnut | *boat |
| *meat | *street | *plate | *coke |
| beet | weight | tack | glad |
| shop | check | biscuits | rake |
| *three | *something | *nothing | *lathe |
| *thought | *eighth | *math | *bother |
| thrift | free | truth | thank |
| thaw | breath | grove | trunk |
| *cart | *hall | *carrot | *bowl |
| *milk | *store | *ball | *yard |
| tore | call | ghoul | tools |
| people | course | horror | chair |
| *brother | *end | *toast | *professor |
| *list | *next | *ghost | *bald |
| collect | hold | skirt | bolts |
| lift | left | fork | drink |

| MESSAGE 9 | MESSAGE 10 | MESSAGE 11 | MESSAGE 12 |
|---|---|---|---|
| *food | *sleep | *seat | *tag |
| *deep | *creek | *feet | *speak |
| lake | great | brakes | fright |
| joke | treat | plastic | cap |
| *throwed | *weather | *birthday | *mouth |
| *python | *death | *smooth | *throat |
| either | both | moth | north |
| rather | thumb | think | thump |
| *sharp | *darts | *tires | *door |
| *kill | *bowl | *roll | *girl |
| mark | smart | guard | garbage |
| shallow | bold | colt | haul |
| *sand | *friend | *protect | *child |
| *waist | *mild | *brand | *mind |
| bust | park | gold | tank |
| nard | bend | stand | bark |

| MESSAGE 13 | MESSAGE 14 | MESSAGE | MESSAGE 16 |
|---|---|---|---|
| *week | *bad | *parade | *road |
| *slip | *bed | *floats | *bat |
| club | sweat | trumpets | spot |
| date | shot | load | slide |
| *father | *fifth | *thrill | *bath |
| *month | *mother | *thread | *south |
| thirst | ether | throng | cloth |
| theme | thigh | another | tenth |
| *card | *floor | *march | *doll |
| *fall | *pill | *wolf | *dark |
| real | toll | more | word |
| report | nurse | balloons | steal |
| *lost | *fast | *band | *field |
| *shift | *cold | *front | *third |
| strict | pint | mint | bunt |
| scold | blank | gift | rest |

# APPENDIX D

## THREE FORMS OF SEMANTIC DIFFERENTIAL

FORM A

Message ____

| | | |
|---|---|---|
| Informal | ____:____:____:____:____:____:____ | Formal |
| Intelligible | ____:____:____:____:____:____:____ | Unintelligible |
| White Speaker | ____:____:____:____:____:____:____ | Black Speaker |
| Incomprehensible | ____:____:____:____:____:____:____ | Comprehensible |
| Interesting | ____:____:____:____:____:____:____ | Uninteresting |
| Nonstandard | ____:____:____:____:____:____:____ | Standard |
| Fast | ____:____:____:____:____:____:____ | Slow |

FORM B

Message ____

| | | |
|---|---|---|
| Uninteresting | ____:____:____:____:____:____:____ | Interesting |
| Black Speaker | ____:____:____:____:____:____:____ | White Speaker |
| Comprehensible | ____:____:____:____:____:____:____ | Incomprehensible |
| Unintelligible | ____:____:____:____:____:____:____ | Intelligible |
| Informal | ____:____:____:____:____:____:____ | Formal |
| Standard | ____:____:____:____:____:____:____ | Nonstandard |
| Slow | ____:____:____:____:____:____:____ | Fast |

FORM C

Message ____

| | | |
|---|---|---|
| Formal | ___:___:___:___:___:___:___ | Informal |
| Slow | ___:___:___:___:___:___:___ | Fast |
| Nonstandard | ___:___:___:___:___:___:___ | Standard |
| Interesting | ___:___:___:___:___:___:___ | Uninteresting |
| White Speaker | ___:___:___:___:___:___:___ | Black Speaker |
| Comprehensible | ___:___:___:___:___:___:___ | Incomprehensible |
| Unintelligible | ___:___:___:___:___:___:___ | Intelligible |

# APPENDIX E

# WORD RECOGNITION TEST

# INSTRUCTIONS

INSTRUCTIONS

Researchers in the Center for Communication Research are interested in your understanding of and reactions to short messages recorded by a number of different speakers of different dialects of English.

After listening to a tape recorded message, you will be asked to fill out a series of scales. After you complete these scales, as a measure of your comprehension of the passage, you will be asked to recall if certain words were in the passage.

The best that you can do for us in this research is to listen carefully to the messages and do the best possible in filling out the scales according to your honest impressions and in trying to remember the words.

QUESTIONNAIRE

In filling in the scales you must make judgment based on how the message sounds to you. If you feel that the message is VERY CLOSELY RELATED to one end of the scale, you should place an "X" as follows:

Slow _X_:___:___:___:___:___:___ Fast

Slow ___:___:___:___:___:___:_X_ Fast

If you feel that the message is QUITE CLOSELY RELATED to one side of the scale (but not extremely), you should place your "X" as follows:

Standard ___:___:___:___:___:_X_:___ Nonstandard

Standard ___:_X_:___:___:___:___:___ Nonstandard

If you feel the message is ONLY SLIGHTLY RELATED to one side of the scales or the other (but not really neutral), then you should check as follows:

Comprehensible ___:___:__X_:___:___:___:___ Incomprehensible

Comprehensible ___:___:___:___:_X_:___:___ Incomprehensible

If you feel the message is not related to either end of the scale, place a mark in the middle space:

Formal ___:___:___:_X_:___:___:___: Informal

Be sure you check every scale for each message--DO NOT OMIT ANY. Never put more than one check-mark on a single scale. The scales occur in different orders and the words appear on different sides; be sure the position of your mark correctly reflects your feeling.

You should work through the scales as rapidly as possible. Do not worry over individual items; it is your first impressions that we want.

After you have completed all of the scales for the message, turn to the next page of the booklet.

WORD RECOGNITION

Individual words are presented on the remainder of the pages of each booklet. Decide if each word occurred in the message and write "YES" if you think the word did occur and "NO" if you think it did not occur. Record your answer on the page beneath the target word.

"PICTURE" or "PICTURE"

yes no

Work through the items in the order of appearance; do not skip around and do not omit any words. Once you have written your response, consider it final. Do not change your answers as it is your first response that we are interested in.

You will hear the next message when all participants have completed the scales and word responses.

Before any of the actual messages are played, you will hear two warm-up tapes to familiarize you with the procedure. After each message you will fill in the scales and then try to recall if the words listed occurred in the message.

As a further warm-up, a list of 8 three-digit numbers is presented in a special booklet. You will have 10 seconds to study the list. At the end of 10 seconds the monitor will instruct you to turn the page and decide if each in a series of numbers occurred on the list. Write your response for each number below that number.

Following these warm-ups, you will hear the target messages.

# APPENDIX F

# SAMPLE TRANSCRIPTS OF SET AND SEC TRAINING MATERIALS

SEC Transcript

FW: Now, Robin, we're just going to talk for a few minutes, could you tell me something about your famiiy?

IN: Well my mother is a she is a bookkeep--bookkeeper at Sahert's and my dad he's the manager and my brother he's four years old and we live at one-ten Thunderbird Drive.

FW: Do you have any pets at your house?

IN: Yheah we have a little cat called Perkins.

FW: What do you like to do after school--do you have any hobbies or anything special?

IN: I usually go outside and play basketball--shoot baskets.

FW: Do you watch TV, Robin?

IN: Mnhym.

FW: What's your favorite show?

IN: Here Comes the Brides.

FW: Why do you like that one?

IN: Because because I like to see the brides solve everything and sometimes it's funny.

FW: Okay. Good enough. Robin look at this picture and tell me a story about what you see there.

IN: Well it looks like this little boy is running away 'cause he's mad at his mother and he's got his pet rabbit and uh sleeping bag it looks like or a pillow and he's got beans to eat and a pan and it looks like he's got a suitcase with his clothes in it and it looks like his rabbit is real surprised that he's running away he's got an angry look on his face, a canteen.

FW: Now, Theresa, can you tell me something today about your family?

IN: Well, I have a sister and she's in ninth grade and she's fifteen and my dad is a manager at the bakery at Cliftons and my mom helps out part-time.

FW: Okay. Do you have any pets?

IN: Oh yeah. I have a dog. It is a chiuaua and his name is Little Joe.

FW: What do you like to do, Theresa, do you have any hobbies or any special interests?

IN: I like to swim.

FW: Where is there a good place to swim here?

IN: In Municipal Park swimming pool.

FW: Do you ever watch television?

IN: Yes.

FW: What shows do you like?

IN: Oh, Julia and the Good Guys and . . .

FW: What is the Good Guys about?

IN: It's these two men and and they've been friends since they were little kids and babies and and and the one guy got married and he owns a diner and it just tells about their experiences.

FW: Okay, good enough. Therese, look at that picture and tell me a story about what you see there.

IN: Well, the little boy is mad and he is running away and and he is taking all his toys and food and everything and his rabbit.

FW: Anything else?

IN: And he he only runs around the block once then he comes back home.

FW: Now John tell me something today about your family.

IN: My dad's a school teacher at the senior high teaches "Lit," mother's a housewife, my sister is in eleventh grade and she's seventeen, I'm twelve, we've got a trampoline, a dog, his name is Skippy.

FW: Okay, what do you like to do do you have any hobbies?

IN: I collect bottles, and stamps, and junk.

FW: And junk, what kind of junk?

IN: Oh, little trinkets and stuff.

FW: Okay good enough. Do you ever watch television?

IN: Yneah.

FW: What shows do you like?

IN: Get Smart, Adam Twelve, The Ghost and Mrs. Muir, Carol Burnet, Startrek, Here's Lucy, I can't think of them all.

FW: What's Startrek about?

IN: Startrek--oh there's this space-ship called the Enterprise, and these people, there is a crew, and they go out in space and different galaxies and it's in the future and they can be in different planets and stuff.

FW: Okay very good. John look at that picture and tell me a story about what you see there.

IN: Well there was this boy and he wanted to build a treehouse and

play cowboys and Indians with it and his mom and dad wouldn't let him and he got real mad at them and so he decided that he's leave home so he went up with his red wagon and he packed his pets and stuff and food and sleeping bag and stuff like that and went with his cowboy boots and decided he's leave home.

FW: Can you tell me something today about your family?

IN: Well my dad's a counselor and my mom's a teacher and we don't live on a farm but we have sheep and a pony and three dogs.

FW: How do you like that?

IN: Oh, sometimes pretty well.

FW: What are your dog's names?

IN: Caprice, Stormy, and Cadillac.

FW: Okay. Steve, what do you like to do? Do you have any hobbies? Interests?

IN: Sports.

FW: What kind of sports?

IN: Track, and basketball, and football.

FW: Do you ever watch TV?

IN: Yheah alot.

FW: What TV shows do you like?

IN: Oh, I don't know. I like them all that I watch.

FW: Did you watch anything last night that was really good?

IN: The Japanese.

FW: What was that about?

IN: Oh, how the Japanese live.

FW: Can you tell me something that you saw there that you learned?

IN: Well, well they bury them real funny, I know that.

FW: How do they do that?

IN: Cremate them. Put them jars and junk like that.

FW: Okay. Look at this picture for me now and tell me a story about what you see there.

IN: Looks like a kid that's going go camping or something, I don't know maybe he's just playing.

FW: What does he have with him?

IN: A rabbit, and a wagon, and some food, canteen, I think that's a suitcase, he must be running away--yheah.

FW: Now, Laurie, can you tell me something today about your family? Who all is in your family besides you?

IN: I have two sisters and two younger brothers.

FW: Why don't you tell me about them like how old they are, what their name is?

IN: Well, I have a sister. She's fourteen going on fifteen and her name's Pat. I have a sister named Cheryl and she's thirteen and I have a younger brother, Brian, he is four and I have another younger brother, Tim, he is eight and I have a little sister, she died when she was born and she would be five years old.

FW: Do you have any pets at your house?

IN: Yeah, a cat.

FW: What do you like to do after school? Do you have any hobbies?

IN Ride bicycles.

FW: Where do you ride?

IN: In front on our house.

FW: Okay. Do you ever watch TV, Laurie? What shows do you like?

IN: Dr. Max.

FW: What's that about?

IN: Oh, he has cartoons and he just he had then he has this clown Mambo, that does funny tricks.

FW: Okay. Laurie, look at that picture and tell me a story about what you see there.

IN: One day a little boy he decided to go camping and so he took his suitcase, packed all his clothes, got his sleeping bag and he took his rabbit and he went camping and when his mother found but she got kinda mad and she he I think he ran away and he never came back for a while until he was about fifteen and then he, he ran away again when he was seventeen and he was never seen again.

FW: Now, Charles, can you tell me something today about your family?

IN: Well, my dad he works at Kiowa and my stepmother she stays home and sometimes she goes to pick up my dad. And I got an older brother in the eighth grade and two little step brothers, one stepbrother and three step sisters, one's six or seven, she's in the second grade, and the other one, the little . . . the boy he's in kindergarten in the afternoon. Then

I got, the other two stepsisters they're two and three.

FW: What do you like to do at home? Do you have any hobbies?

IN: My hobby is putting together model cars and racing slot cars.

FW: Good enough. Do you ever watch television, Charles?

IN: Yeah, sometimes.

FW: What shows do you like?

IN: Well, Laredo, Mod Squad, Hawaii Five-O.

FW: What's Mod Squad about, can you tell me about that show?

IN: Well, it's about three young kids that got picked up when there was a riot uptown and they decided to make them cops if they wanted to be police they, so they wouldn't have to go home and so they decided to be cops and so they solve some of the crimes the police don't have time to do.

FW: Charles, look at this picture for me and tell me a story about what you see there.

IN: Well, it's a little kid playing cowboys and Indians or either he's leaving home and he looks disgusted and so he packed up his wagon and he's leaving home. He took his rabbit and his suitcase and so he thinks he's really gonna run away but he gets about a block down the street and he thinks who's gonna, he says, instead of walking why don't I ask Dad to drive me.

FW: Michael, can you tell me something today about your family?

IN: My sister and my brother-in-law live in Cedar Rapids. I have a new nephew. My dad works on the railroad and my mom is a housewife and I'm at school.

FW: Okay, do you have any pets?

IN: Yes, we have a dog.

FW: What do you like to do? Do you have any hobbies?

IN: Mm, I like to race slot cars but I don't get enough of it done.

FW: Why?

IN: I don't know, just haven't got the time sometimes to race.

FW: Do you do a lot of homework?

IN: Mm, once in a while.

FW: What subject do you like in school?

IN: Mm, reading and social studies.

FW: Okay, real good, Michael, do you ever watch television?

IN: Yes.

FW: What TV shows do you like?

IN: Mm, Red Skelton, and Laugh-In and Judd for the Defense.

FW: Why do you like Laugh-In, what's good about that?

IN: Mm, sometimes it's funny and we just like to watch it.

FW: Look at that picture now, Mike and tell me about what you see there.

IN: It looks like he's probably gonna run off, he's got his canteen around his neck and he locks like he's mad. He's got a wagon full of, he's got a sleeping bag and he's got some beans and a pot, a pan to cook the beans with and he's got a gun strapped to his side. He's hanging on to his hat and it looks like a rabbit in a cage.

FW: Now, Craig, can you tell me something today about your family? How many people are in your family?

IN: Four.

FW: Well, tell me who they are and what they do while you're in school.

IN: I have a sister named Kay and she's in third grade here. I have a father named Robert and he works for Marshalltown Manufacturing. My mother's name is Mary and she just stays at home and does things.

FW: Okay, do you have any pets?

IN: A dog named Laddie.

FW: What kind of dog is he?

IN: A miniature collie.

FW: Mmm, okay. Craig, what do you like to do? Do you have any hobbies, any special interests?

IN: Sports.

FW: What kind of sports do you like?

IN: Basketball, football, baseball, track.

FW: Do you ever watch television? Which TV shows do you like?

IN: Laugh-In, Mod Squad, Red Skelton.

FW: Look at that picture, Craig and tell me a story about what you see there.

IN: It looks like he got mad and decided he'd run away from home.

FW: What is he taking with him?

IN: Some food and pet, water, gun, a wagon and a sleeping bag, pans, a suitcase and clothes.

FW: Now, Jim, can you tell me something today about your family?

IN: We live in the country. I used to live out on Galvar and now we live in a little town. I have three sisters and two other brothers beside me.

FW: Okay, how old are they and what are their names?

IN: Two of my sisters are twins, Sherril and Carol are both thirteen. I got a younger sister, Julie, she ten, eleven I believe. I got a little brother is two and I got a older brother that's seventeen. I don't know how old my mom and dad are, they're thirty-six, I guess.

FW: Okay, what do you like to do at home? Do you have any hobbies?

IN: Not really, I got an old car. I drive it around the fields.

FW: Oh, you like to play with that, huh? Do you ever watch TV, Jim? What shows do you like?

IN: Well, any show that's good. Westerns and mysteries.

FW: Good enough. Look at that picture and tell me a story about what you see there.

IN: Well, boy is coming out of the house; he's gonna leave his home. He's mad.

FW: What's he taking with him?

IN: A gun, canteen, a hat, a rabbit, and can of beans, a pan, a wagon, a rabbit in a cage, a suitcase.

FW: Can you tell me something today about your family Connie?

IN: Well, I have lots of fun and they treat me real fair and I don't have any brothers or sisters--I wish I did and my mom and dad are real nice and I just have lots of fun with them.

FW: What do you like to do at home?

IN: Oh, I help my mom cook and clean house, and everything.

FW: Okay, Have you lived in Marshalltown all your life?

IN: Yheah. I was born here.

FW: Do you like to watch TV, Connie?

IN: Mmhym.

FW: What shows do you like?

IN: Oh, Here Come the Brides, and I can't think of that one, Hollywood Squares. When I am home from school and that isn't very often. It Takes a Thief and the Mod Squad, and I guess that's about my favorite shows, I don't watch TV very often.

FW: Can you tell me about It Takes a Thief--What's that about?

IN: Oh, it's about this man he is a thief and he is working under this agency and he goes and does jobs for him and they're real dangerous and everything it's kinda interesting.

FW: Okay. Connie, look at that picture and tell me a story.

IN: The boy looks like he's going to run away from home cause he's mad at his mother or something or else he's looking at someone and he's mad at them.

FW: Where do you think he'll go?

IN: Oh, probably over to friend's house for a few days and then he'll probably come back.

FW: What is he taking with him, Connie?

IN: A rabbit, some beans and it looks like a baseball bat right there, and a pan and a gun and holst-holster, and a canteen, and a cowboy hat.

FW: Now, Mark, tell me something today about your family.

IN: Well, I don't know--I don't know what to say.

FW: Who's in your family besides you?

IN: My brother and sister.

FW: Can you tell me like how old they are and what their names are?

IN: _____ she's eleven, Margo she's eight no no she's nine my brother's Scott and he's eight.

FW: So you're the oldest, gee--What do you like to do at home, do you have any hobbies?

IN: Models.

FW: What kind of models do you make?

IN: Cars.

FW: Okay. Do you ever watch television, Mark?

IN: Yneah.

FW: What shows do you like best?

IN: Laugh-In and let's see I can't remember. I like about all of them.

FW: Tell me what Laugh-In's about tell me what types of things they do on that show.

IN: Well, they tell jokes and things.

FW: Okay, Mark look at that picture and tell me a story about what you see there.

IN: A boy tak--taking a wagon down the sidewalk from the house he's running away.

FW: What does he have in the wagon?

IN: A rabbit, a pan, and pot, and a can of beans and two other cans what ever they are and suitcase and a bagful of probably toys.

FW: Tammy, tell me something about your family. Do you have any brothers and sisters?

IN: Yeah, I have three brothers. One's fifteen, one's eight and one's seven.

FW: What's your dad do, Tammy?

IN: He works on the railroads.

FW: What does he do, do you know?

IN: Umm, he's conductor and brakeman.

FW: What does he have to do?

IN: He has to unhitch the train and stuff like that.

FW: I see. Very interesting. Do you have any hobbies, Tammy?

IN: Yeah, I collect stamps.

FW: What kind of stamps do you have?

IN: Some from Africa and some from France.

FW: Do you ever watch TV? What do you like to watch?

IN: I like to watch Mod Squad.

FW: What happens on that?

IN: They, um, it's kinda like a mystery. They have to find out who does it.

FW: Can you tell me about one of the programs that you saw.

IN: Well, one time these kids took a truck and loaded it with supplies and left and one got shot and they had to find the rest of the group. And they found them and put them in jail.

FW: OK. Look at that picture please, Tammy, and make-up a story for me.

IN: This boy he ran away and he took all these toys with him.

FW: Margaret, Tell me about your family.

IN: I got four brothers, one sister. One of my brothers is married. My sister's in third grade. Jim is in tenth. Steven's in eighth and David's in sixth.

FW: What's your dad do, Margaret?

IN: He's an English teacher over at the high school.

FW: Does your mother work?

IN: Yeah.

FW: What does she do?

IN: She's a bookkeeper at the bank.

FW: Do you have any hobbies, Margaret?

IN: I am starting to collect dolls.

FW: What kind of dolls do you have now.

IN: I'm not sure of the names of em. I got three of them.

FW: Do you ever watch TV? What do you like to watch?

IN: Cartoons.

FW: Tell me about some of the cartoons that you've watched.

IN: Tom and Jerry.

FW: What happens on that.

IN: This cat chases this mouse but the mouse always beats him.

FW: Okay. Margaret please look at that picture and make up a story.

IN: There's this boy named Tom and he is going out of the house with a whole gob of oid stuff in his wagon and when his mother saw that he got mad.

FW: Tell me more.

IN: He took it to Goodwill but he couldn't fit it in.

FW: Tim, tell me about your family.

IN: I have two brothers and one sister and my mom works and we are all four in school. My little sister is in kindergarten. Second to the youngest second to the youngest brother is in the first grade and my younger brother he is in third grade.

FW: What does your dad do, Tim?

IN: He works at the light and power company.

FW: Do you know what he does there exactly?

IN: I think he is a operator.

FW: I see, do you have any hobbies?

IN: Well, I usually collect knives and build models.

FW: What kind of knives do you have?

IN: Pocket knives, knives in holsters.

FW: How did you get interested in collecting knives?

IN: I've been hunting a lot and so collect knives with spoons on them and hunting knives and stuff.

FW: Oh, I see. Do you ever watch TV?

IN: Not very much.

FW: What do you like to watch when you do watch?

IN: Oh, it's usually Discovery Sixty-Nine.

FW: What's that about?

IN: It's about things like space or and a lot of true things like what they're going to do in tne future what they think they're going to do and about the sea.

FW: Tim, look at that picture please, and make-up a story for me.

IN: A boy is going somewhere with his wagon and play with a whole bunch of toys probably go camping or something.

FW: Tell me more.

IN: Well, and then he goes up in the park and he sets up his tent and then he finally gets tired of running away and goes back home.

FW: Jerry tell me about your family.

IN: I got a sister. She kinda bothers me and my mom and my dad.

FW: Do you have any hobbies?

IN: I collect stamps, and coins and rocks.

FW: What kind of coins do you have?

IN: Pennies.

FW: What's the oldest one you have?

IN: Oh, I forgot.

FW: How can you tell if they're valuable?

IN: There's this one kind of a book that I look them up in.

FW: If I didn't have a book how could I tell if I had some pennies if they were valuable?

IN: That's a good question. Let's see. Go to the bank and ask them.

FW: Do you like to watch TV Jerry? What do you like to watch?

IN: I like to watch scary shows.

FW: Tell me about something you've seen on TV.

IN: Well there was this man and he went to this one house and he went in, well he heard this lady screaming and then he goes into her room and the lady had blood suckers all over her face.

FW: Oh! How terrible. Why do you watch things like that?

IN: Because I like to watch them.

FW: Don't they scare you?

IN: Well that night I had a nightmare about that one.

FW: Jerry look at that picture please and make up a story.

IN: Well there was a boy and he had a cowboy suit on and he was gonna take some stuff somewhere for his mom. He was gonna take it to a rummage sale in his wagon.

FW: Now, Delene, we're just going to talk for a few minutes, can you tell me something today about your family?

IN: Oh, they just work in the day, and my mom washed her hair.

FW: How many people are in your family?

IN: My mom and my dad and I have a half brother and a stepsister but they don't live with me.

FW: I see. Do you have any pets?

IN: A cat named Muffin.

FW: What do you like to do after school at night?

IN: I just like to go outside and play in the creek and stuff.

FW: Do you ever watch television? What's your favorite TV show?

IN: Here Come the Brides.

FW: Can you tell me something about that show? What's it about?

IN: Well, it's about this, I forget the name of the, let's see, I forget the name of the brides. These guys, they're in the wood business and the brides, they're not brides yet, but they come to this city, and, oh, I can't remember.

FW: Delene, can you give me directions for getting to your home from here?

IN: Yeah, you go straight down to the high school, then you go down Olive to your left, and then there's these apartments and you turn on Edgebrook and I live at 1702, Apt. 4.

FW: Delene, look at this picture for me now and I'm going to ask you to tell me a story about what you see there.

IN: Well, once there was this little boy and he went, he went, once there was this little boy and he went for a ride and he was playing with his wagon and he saw a whole bunch of stuff on the way. And he was going down to the creek and he saw a whole bunch of stuff and he picked it up and when he came home, his mom told him that he couldn't have it anymore. So he's real mad and he took it back and when he came home he was happy again.

SET Transcript

FW: Tell me about the games that you and your friends play around here. What are some of the best games you play?

IN: Tag.

FW: Uh huh.

IN: And, a, and, a, let's see, kickball.

FW: Uh huh. Good.

IN: Baseball, and a, we sang song outside.

FW: What are some of the songs you sing?

IN: It's a game song. Like we get in the middle and, you know, we sing and "What can we do?" and we do it, what they tell you to do.

FW: Un huh. Okay. Let's say that we're playing now. How would we play it?

IN: Um.

FW: Say that you and I were playing the game, what would, and there were a bunch of other kids. How would we play the game? What would I have to do? I don't know how to play it.

IN: Um, like you play, play tag, you supposing, you gonna put your feet in and then they'll say something and the last one they have to walk you know, go to the post and, um, say something. Then they suppose to hide, and you suppose to count to 3 and they got to be ready. That's how you play it.

FW: Uh huh. And then you go find them?

IN: Uh huh.

FW: Oh, I see. How do you pick the person who goes and finds them? What do you call him? Do you call him it, or what do you call him?

IN: He it the one outside, the, like, the first one, that the one to be it.

FW: Uh huh. What about right at the beginning of the game though? Who's it then?

IN: The one, it'd be the last one, see, you gonna say, "Tarzan was climbing a tree and he fell out" and then and you gonna point to the feet and everyone, out. The last one out, that' the one it.

FW: Oh, I see. Gee, that'll work just as well as any way wouldn't it?

IN: Uh huh.

FW: Uh, where's the best place to play basketball?

IN: Playground.

FW: Uh huh, do you play basketball? What about, what about kickball? Where's the best place to play kickball?

IN: You can play kickball right there.

FW: Oh, I see. Where's homeplate?

IN: Homeplate?

FW: Uh huh. What are the, what are the bases called? What, what are the bases?

IN: First, second, third.

FW: What's the one where you kick it? What do you call that?

IN: I don't know.

FW: Do you call it anything special? Okay. What's another game you play?

IN: Baseball.

FW: Okay. Tell me how you play baseball.

IN: You gonna, you throw the bat in the hand and if you get over, to the very top you kick it out the hand, you kick out the hand, they first pitchin' it.

FW: Uh huh.

IN: And um, you' gonna pitch your team or you won't play, won't hit the ball and if they catch the ball, you out.

FW: Uh huh.

IN: That's how you play it.

FW: Do you play teams?

IN: Uh huh.

FW: How many are on a team usually?

IN: How many's out there. Like you have 10, you gonna pick 5 to 5.

FW: Oh, I see, okay. Good.

FW: Do you watch TV?

IN: Yeh.

FW: What's your favorite TV program?

IN: Denn' the Men'.

FW: Huh?

IN: Dennis the Menance.

FW: Dennis the Menance, huh. How come you like Dennis the Menace?

IN: It's funny.

FW: What did he do last week?

IN: I didn't look at it last week.

FW: Did you watch him this week?

IN: Yesterday.

FW: Tell me what he did.

IN: Um.

FW: Did he give Mr. Wilson a rough time again?

IN: Uh huh. It was a dog running after, Dennis made Mr. Wilson mad and a man a man stole Mr. Wilson's, um, money or something.

FW: Uh huh.

IN: And so, you know, I forgot.

FW: What happened to Mr. Wilson?

IN: He got bit in the butt with a dog.

FW: Did it hurt?

IN: Uh huh.

FW: What did Dennis do then?

IN: Dennis started laughing. He ran in the tree.

FW: Yeh? What about on some other, tell me what some other TV programs you like.

IN: Um, Solar Hop.

FW: What?

IN: Solar Hop.

FW: Oh, I've never heard of that one. Tell me about that one.

IN: It's in cartoons. Jerry Booth's show cartoons.

FW: Oh, I see. And what was it about last week?

IN: Um, it was about Roger Ram Jet, Ape Man and um, and Sinbad . . .

FW: What's the robot's name?

IN: What robot?

FW: Isn't there a robot on there? On Funhouse?

IN: Uh huh. Ape Man and um, and um, Astro Boy and um, (you gotta turn to it.)

FW: You watch that quite a bit, huh?

IN: Uh huh.

FW: Okay. That's good, huh?

IN: Roger Ram Jet, he a robot.

FW: Oh yes, that's what it is.

FW: After you get out of school, do you have any ideas what you want to be? What do you want to be when you get on your own?

IN: A scientist.

FW: A scientist, what does a scientist do?

IN: They, they teach kids animals and they train animals.

FW: Uh huh. Is that what you want to do, huh?

IN: Uh huh.

FW: How long does it take you to become a scientist?

IN: About, um.

FW: How long will it take? Will it take 5 years or 6 or 7 or 3 years? How many years will it take you? Do you know? Tell, me, how many years will it take you?

IN: Eight?

FW: Eight years, huh?

IN: Uh huh.

FW: That's a long time. Where are you going to go to school to become a scientist? Do you know?

IN: I don't know.

FW: Wayne State or something like that? That's a good school. Um, let's say that you had all the money in the world, what would you do with it?

IN: Buy some clothes and some shoes and a wig.

FW: A what? A wig? Why would you buy a wig? You got pretty hair now. And what else would you buy?

IN: Um, um, I don't know.

FW: That's all? You'd probably have a lot more money left over then, wouldn't you? Would you, I'd bet you'd buy a . . .

IN: A house and uh, and a car.

FW: Would you buy a Mustang?

IN: Uh huh.

FW: Would you give any to your brothers and sisters?

IN: What?

FW? Would you give any to your brothers and sisters?

IN: Money?

FW: Yeah.

IN: Uh huh.

FW? Or would you keep it all?

IN: I'd give my mother and father some.

FW: Well, you know what? I'm not trying to cut you acro-, cut, cut across you, but you know a good thing for us to talk about right before the presence of Doctor Lomans and Margy--about the way

you're acting in school of lately, which is not very nice. And maybe in some way they can help me and you. How's that? Well, suppose I let you tell them what has happened recently that I disl-, I dislike.

IN: I been talking out of class at school, acting up.

FW: And did I teach you how to do that?

IN: No, mam.

FW: What did I teach you to do?

IN: To, uh, sit on my seat.

FW: And,

IN: And don't say a word until the teacher tell me.

FW: And you fail to do that, right?

IN: Yes, mam.

FW: Well, don't you think it be a good idea for us to sit down and talk this over with Marg, and maybe she'll give us some of her, uh, ideas about this at some other time, as to whether you should be doing these things or not.

IN: Yes, mam.

FW: Because I don't think the teacher will like you very much longer if you gonna continue to do this. And what's, what's so bad about this is the reason, I have to go to school, and then when I go I have to hear something that's very disagreeable about you instead of something pleasant. How do you think that makes me feel? How do you think that makes me feel when I have to hear something unpleasant when I first meet your teacher?

IN: Bad.

FW: Yes, it is bad, and it's most embarassing, because after I have to work all day long, and come home at night and then try to teach you right from wrong. Then you let me down and makes me feel terrible. In the future I would like for you very much to try to better your conditions and see if you can't become a better child in school, and do as you are told, and I promise you I'll see to you getting ahead. And if you like to change the subject, you can.

IN: Yes, mam.

IN: We started multiplication today.

FW: Aw. Do you think you gonna make it with that? You like it already? Does i- . . .

IN: Yes, mam.

FW: Does it look hard to you now?

IN: Nope.

FW: Now. All you got to do isn't know your multiplication table.

IN: And, and, and you ain't got to know nines and tens and everything, cause- you, all that you got to do is write it backwards and you end with the same problem.

FW: That's right. That's right, but-, what you mean, you don't have to know nines and tens?

IN: We, we, we had nines and tens, but teacher say we won't have to write them down because, um, the answers we use, that- see we

went all the way up to s-, we went all the way down to sixes, and answers that, really. We write them, backwards.

FW: Mmmmm.

IN: Like ten times five equals fifty, like that.

FW: Ow, I see what you mean now. Oh, she just take you from six down, right?

IN: Yes mam.

FW: Say, say ten time six is sixty, ten time five is fifty, and all down like that.

IN: Yes mam.

FW: You haven't been up from seven to ten yet.

IN: Seven to ten. We done been to the sevens and tens.

FW: Mmmm. That's what I said.

IN: She said we should know all those.

FW: Well, it will come to you after you know the, the, the first six, you know. That makes it easier for you, if she teach you the little ones first, and the you'll be able to get the big ones.

IN: She say, she said, she say, if we don't go on to multiplication, she say we- she don't know how we gonna get any division.

FW: She makes it sound like it's real hard to you, don't she.

IN: No mam.

FW: Well division, it, it isn't too hard. It's, it might seem complicated at first, but it's just like-

IN: It just like time tables.

FW: Not really, dear. See, you have to go into the number instead of you know, a, multiplying them. And that go-, that, that probably be your difficult problem. But it won't take you long to state, straighten that out, once you get you head straight on it, it won't take you long to understand it. Now, how are you with your reading? You doing better with your reading?

IN: My teacher, she say I was, I w-, I w-, I know how, I know them word, but I, I just, just, too snow, read too slow.

FW: You slow? Well sometimes that happens. Can, would you, can you spell your words clearly?

IN: Yes mam.

FW: Does it mean anything if you spell it first and then try to pronounce it?

IN: Yes mam. She said that, she say, only thing you got to do is, um, um, all the, ah, ah, blends and ah, consonant letters and ah, vowels, only thing you got to do is pronounce those and then you probably get the word.

FW: Right. Well you all haven't had no syllables yet, have you?

IN: Yes mam, we have.

FW: You know your, you know your words by syllables?

IN: Yes mam, we have those.

FW: You want to tell me, what are some of the health rules?

IN: Never take wax out of your ears. Well, never take wax out of your own ears. Let's, let somebody else do it that got more patience in it.

FW: Right.

IN: I got to take the next chapter.

FW: How come? Are you finish with the one you're on now?

IN: Yes mam. We, we, we . . .

FW: Well you're not telling me very much.

IN: We have one chapter every week.

FW: Yeah. Well, what was the first chapter you had? What was that all about?

IN: I forgot all about that.

FW: Ah, what, has it been that long?

IN: Yes mam, cause we started on it the week after we came to school.

FW: You're kidding. In September?

IN: Yes mam.

FW: Aw, no wonder. Well these are things you not supposed to forget though, are they?

IN: My teacher don't want, the teacher don't mind if we forget none as long as we 'n't, long as we read our heaIp, cause she don't . . . she say we don't know when she gonna give a health test.

FW: That's right, then you- that's why you not supposed to forget it. And if you forget it, how will you pass the test?

IN: Teacher tell us to take our books home and study again.

FW: Ah, you have to go all over it again, instead of keep it in your head.

IN: Yes mam. I got notes down. I got notes in my notebook.

FW: You keep, you keep all your notes?

IN: Yes mam.

FW: Ow, that's good. You have to, well y-, you gotta know you, you gotta know all your health rules. How many health rules do you, a, real important health rules do you know exactly how many you have?

IN: Three of them.

FW: Oh, then I know you can name me those. You didn't forget those, did you?

IN: I already named you one of them.

FW: Right, about your ears.

IN: Never use, here go, this another one, about ears too.

FW: Yeah.

IN: Never use ear pens without letting, without, without your doctor saying so.

FW: Ear what?

IN: Ear plugs.

FW: Aw. Did they tell you anything about your teeth?

IN: Uhuh, we don't on that chapter. That's our next chapter.

FW: Ow, well it seems to me that would have to included in the health rules.

IN: Uhuh, that's in the health rules for next chapter.

FW: Ow, I see what you mean. In other words the one, the, the rule that you already had was about your ears, right?

IN: Yes mam.

FW: Ow, now I see what you mean, the next chapter you go to will probably be about your teeth or something like that, right? One

particular thing. Now I get it. Well, it must be--writing, you didn't tell me a thing about that.

FW: What kind of games do you play around here?

IN: Baseball.

FW: Uh huh. How do you play baseball?

IN: Uh, my position is right field and, uh, I forgot every other things.

FW: Uh huh.

IN: I forgot the other things cause I . . .

FW: Can you tell me about the most interesting game you've ever played in?

IN: Baseball is the only . . .

FW: How 'bout one of the games, one of the real good games that you've won or lost. Can you tell me about one of those? What happened?

IN: Baseball is the only game I talks about.

FW: Uh huh. Well, tell me about baseball. Do you like the Tigers?

IN: Uh hun.

FW: How come you like the Tigers?

IN: Cause they play better.

FW: Uh huh.

IN: But not better than the Baltimore.

FW: You like Baltimore?

IN: No, the Tigers the best. But they don't play better than the Baltimore.

FW: Uh huh.

IN: The man I like on there is, uh, Dick McCullen and Jim Northrup and Norm Cash and Bill Freehan, and them the only four men.

FW: Okay. Can you tell me about one of the real interesting games you saw the Tigers play on television or something?

IN: I don't know, that, I don't never see any.

FW: Uh, how 'bout in school? You a pretty good hitter?

IN: Uh huh. I hit the ball out in center field all the time.

FW: Is that right?

IN: Sometime in left, on the ground.

FW: Uh huh, did you ever, can you tell me about the time when you had a real good hit, a home run or something?

IN: I hit it out center field and I hit it over their head, but, one of them almost caught it and they missed it, and it went right back behind, away, way, way where the fence was at and I ran all the way, I went all the way home. That's how I got the home run.

FW: Is that right? Did you ever hit any other home runs?

IN: Uh huh.

FW: Tell me 'bout them.

IN: That was out when I was in ridge park. I think that was on the 4th of July. We was playing with our cousins and I hit a home run.

FW: Uh huh. Any others you can think of? Can you tell me about any games, any real exciting games that you've won?

IN: Baseball is my . . .

FW: Yeah, well tell me about one baseball game.

IN: Sometimes basketball.

FW: Oh, you like to play basketball, huh?

IN: Uh huh.

FW: How 'bout the little kids, what do they play, what kind of games?

IN: Dese here? They don't play nothing but ball.

FW: How 'bout, uh, do they ever play the game where somebody hides their eyes and then one person tries to find them? What's that called?

IN: Hide-and-go seek?

FW: How's that go? How's that work?

IN: You talking 'bout if they count to ten and they go to hide and keep, until they keep the count go to hide, and they go to somebody's got to go find them? Well, sometime they, that's sometime we play that.

FW: That's right. How do you play it? How do you decide who's gonna be it at the beginning of the game?

IN: What, uh, what'd you say?

FW: How do they decide who's going to be it at the beginning of the game?

IN: I don't know, they don't usually play sometime.

FW: Uh, do they ever say one potato, two potato?

IN: Uh uh.

FW: Any rhymes, engine?

IN: They say, uh, what's that song, Carol, oh, you don't know, it was that other song.

FW: One potato, two potato, three potato, four, you don't know that?

IN: Sometime they count up to ten, sometime they sing the, uh, 25 robbers at they door.

FW: How's that go?

IN: I can't. I don't know how it go. My sister know, though.

FW: Uh huh. How bout, uh, any other games that you play? How about if you touch somebody and they they have to touch somebody else?

IN: Tag?

FW: How do you play that?

IN: All you got to do is just uh, we, uh, we usually put our feet in the middle and we count, "I struck a match and the match went out," and the, whoever be the last one up there, they got to, uh, they gonna be it, and they got to round, run around tagging people.

FW: Uh huh. Good. Uh, any other games you can think of?

IN: Uh huh. Sometime we play kick ball, outside.

FW: How do you play that?

IN: You, uh, we sometime we uh have to pick teams, and then I always have to be the one out in the field working first.

FW: Is that right? And then what do you do? How do you kick it?

IN: You know, you got, you got to go into home plate and then kick the ball out in the field. You kick it out there, you try to get you some doubles or triples, sometime, I get all home runs everytime.

FW: Uh uh, good. How 'bout, did you ever play, uh, tackle, tackle, pom, pom? How 'bout marbles, do you ever play that?

IN: Yeah.

FW: How do you play that?

IN: You know how marbles, like if you play tours and you out them in the pot and you shoot at them, you knock them all out and then you can have, keep all of them.

FW: Is that right? You get to keep them?

IN: Uh huh.

FW: Ah, good. Uh, let's see. How 'bout, uh, games, what games do girls play?

IN: Uh, they, they just play house.

FW: What are your favorite TV programs?

IN: Uh, uh, what's, what's that . . .

FW: What do you like to watch on TV?

IN: Um, Man from U.N.C.L.E.

FW: Oh, can you tell me about one real good time when you saw the Man from U.N.C.L.E.?

IN: I don't usually watch it hardly no more.

FW: Uh huh.

IN: I don't hardly watch Honey West either. That's one I like, too.

FW: Any that you do watch that you've seen . . . like the . . .

IN: I like to watch Jesse James.

FW: Could you tell me about one real interesting time when you saw Jesse James?

IN: Uh huh.

FW. Well, what happened?

IN: See this, that other time the was on, um, they was, um, they was out at night camping and then some other men came and they was going to whip Jesse with a whip, but they didn't, Jesse got loose, his brother Frank came out there and helped him. He got loosed and they went on fightin' and killin' the othe- . . , them other men.

FW: What did he get, he got loosed?

IN: Yeah, he got loosed.

FW: Uh huh.

IN: Frank just had his gun up, two gun, I mean one gun up at the man.

FW: Uh huh. Any other programs you like to watch?

IN: Uh huh.

FW: What?

IN: Um, Marshall Dillon and A Man Called Shenandoah.

FW: What happened, um, a real interesting time when you saw Marshall Dillon?

IN: The other time when the, um, the murderers was in it, I mean it was during that time Doc was fightin', he, I mean Doc, the doc, was in the wagon all by hisself and he shot the other man who just looks just like Stony Burke.

FW: Uh huh, what happened?

IN: He killed him and then the man who looks like Stony Burke, his brother was in town. He was going kill Marshall Dillon but, I mean Doc, but then the Marshall came up there and killed him.

FW: Is that right? Good. How about movies? You go to movies?

IN: Uh huh.

FW: Can you tell me about a very good movie you saw?

IN: Let me see, Planet of the Vampires.

FW: What happened?

IN: This, ah, you know, they, every time people get, die, everytime they die, they'd bury them in that thing and they they'd grow real big and come out and have all that plastered over them and then they, they go fightin' people when we see it and they have all that stuff on their face when they dies.

FW: Uh uh. Good. Any others?

IN: Um, uh huh. Um, ah, Jerry Lewis, that funny picture.

FW: What happened? What's on there?

IN: Jerry, he he to, every time we watched that, sometime, he'd go down, he, everytime the, they always pushed him down that thing, he'd get, he always holler and the other time we seen him in, I don't know about the name of the picture, he, uh, had, he was in a store and with a, and hit the golfer, went all over the world and it came right back in ah, the store.

FW: Is there, um, do you like Jerry Lewis?

IN: Uh huh.

FW: What do you like so much about Jerry Lewis?

IN: He holler and laugh and run around, jumps, he's all aout of-- and he holler too much, people catch him all time.

FW: Good.

FW: What do you want to do when you finish school?

IN: I'm gonna be, I'm going to work.

FW: What are you going to do, do you have any idea?

IN: My father say, he said if, I'm going, I'm going, to finish school. He told me, he gonna make me, he said I should work in a office.

FW: Uh huh. What would you like to do in the office? Anything?

IN: I don't think I know what to do. I haven't, I ain't grown up yet.

FW: Uh huh. Um, how about, any ideas what you'd like to do?

IN: Uh uh, I ain't got no ideas.

FW: Uh huh. Okay, good. Um, how about in your group of guys that you go around with? Is there anyone guy that everybody listens to, thats kind of a leader?

IN: Uh hun.

FW: Who's that?

IN: Anthony Nelson, sometime.

FW: How come everybody listen to him?

IN: Sometime, he tells stories to the teacher.

FW: Is tnat right? Wnat does the teacher say?

IN: He always go up there to the teacher and asking her questions, asking her what to do, he don't never listen to what she said to do in school.

FW: Say, if you all the money in the world, all the money you could ever want, what would you do with it?

IN: I'd, I'd I'd buy some clothes and, and some good shoes, cause I have holes.

FW: Uh huh. Anything else you'd like to do with it?

IN: Um, let's see. Nope.

FW: Good. Tell me what you do in . . .

IN: When I had the money I'd help my mother buy her groceries.

FW: Uh huh. Good. Say, tell me what you, you do during the summer day, like from the time you get up to the time you go to bed.

IN: When I get up I always, when I dress, I, the other time when I dressed up I went to school and when we came back out I started looking at TV and when I came back out again I went swimming.

FW: Uh huh.

IN: When I came out, I watched the television and then wouldn't go back out anymore. I wanted to stay in.

1: You pointing at what my foot looks like.

2: I'm pointing at you. You want to do something about it? You want to use this?

1: Did I ask you to use that old smelly thing?

2: Well let's see you one.

1: Well I don't carry such.

2. I know you don't carry such because you can't afford such.

1: I have more than what you got.

2. I bet you you don't. Do you got a twenty dollar coat? No. You got a twenty dollar pair of shoes? Yeah, right there. Got a twenty dollar coat?

1: I'm telling the truth about it, I don't have one.

1: That's the story I'm telling.

2: And mine's ain't about no ghost.

1: And all three of them men, and so, so one . . . the white man went in there first and the, and the ghost scared him out. And so he ranned out. And so, and so, and the Chinese man went in there and so he tried to eat them beans and the ghost scared him out. So the colored man went in there and he say, and he scared, and he was scaring the colored man. Colored man say, I'm going to kill you, and the ghost say, and the, and the colored man say, I'm going to kill you if you mess with these beans. Something like that.

2: See, it was uh, it was uh, a white man, a Chinese man, and a colored man. So, so one morning they had, they had a whole houseful of food you know. So one day, it was Thanksgiving, and they had a big old turkey and they put a whole lot of stuff on the, on the, on the table, you know. So, all, and then they cooked all that stuff. And then all they had, and then that, that evening when they finished eating they looked in the ice box and they say, all we have left is some baloney and beans. And so, and so, uh, so they went upstairs you know, and they say the one that has the best dream, the first person that has the best dream, the best dream can, can, can, can uh, eat the, the, the beans and the hot dog, I mean the beans and the baloney you know. So, so they woke up that morning, so the white man said, what you had, that white man said, how, what, what did you have, what, what kind of dream did you have. He

was talking to the Chinese man. So he say, so, so the Chinese man say, I dream I was, I was sitting down at a silver table, eating out of a silver plate, and he say I, I dream that I had all of this good food on my table. And so the colored man, so the, so the white man, so the other white man say, say, ahm, what, what did, what did you, what did you, and then the colored man say, what did you dream about, told the, ask the white man what did he dream about. So he, he say, so he say I dreamed I was, I was uh, riding in a golden car and I had a chauffer, what's the name of those things?

1: And sometimes we make them laughy, they, we make somebody laugh when we be doing that, you know. Whoever it be crying, we make them laugh so hard that they, they, that, that they be steadily, they be steadily crying and laughing back. And then we say, and then we use to say, when they do that, we used to say, crying when your laughing. We used to say all like that. We'll say, crying when you laughing.

2: Who is we now?

1: People in our house, and everybody started laughing.

2: Crying when you're shaking. Sandy, go and see is the tape over.

FW: Oh, it isn't--we got a long way to go.

1: Sandy, you know what?

FW: What?

1: I, I know uh, people cry at, I know people, I know that people would uh, when they come back from a funeral home, that they,

that they, that they have a party or something and drink and stuff for to, just to make them happy.

FW: Yeah, who told you that?

I: My, my teacher.

# APPENDIX G

## SET AND SEC TRAINING SESSION WORD RECOGNITION TEST ITEMS

SET Test Items

Session 1

1. I set there and read books.
2. I got enough books at home to read.
3. Table
4. Both of those
5. I got notes down.
6. Them the only four men.
7. I'm going to finish school.
8. Rainbows
9. Somebody be it.
10. They're better than the rest of the cars.
11. They're frozen.
12. I play that.
13. He tore down buildings in the town.
14. I be outside mostly all the time.
15. I give my mother and father some.
16. Kindergarten
17. A silver plate
18. And everybody started laughing
19. Are you a girl scout?
20. He went through the short cut.

SET Test Items

Session 2

1. I don't play nothing but ball.
2. First you toss your marbles.
3. Frozen tag
4. Sometime I play pots.
5. It was a long time.
6. 'Cause I got some pages that I hadn't did in them.
7. Six cents
8. Twenty peoples
9. We did spelling.
10. Look like you going to fall
11. They be steadily crying.
12. I ain't kill him.
13. He had to go to the court.
14. We talk about first aid.
15. I take books out.
16. I ain't got no ideas.
17. If they get free
18. She have a husband.
19. Running bases
20. And we have some called steelwools

SET Test Items

Session 3

1. Funeral home
2. This how that boy color.
3. And then you probably get the word.
4. Health test
5. I lost my library card.
6. If you hit the top
7. Question marks
8. Because they kind of small
9. I had some smut on my face
10. He made a monster in his laboratory.
11. He always holler.
12. And then that man he got mad
13. Arithmetic
14. You can't slide at first.
15. He got shot with a sleeping dart.
16. He color so deep girl.
17. That's what we asked her.
18. People
19. You end with the same problem.
20. He deliver to all jobs.

SET Test Items

Session 4

1. Sometimes we play that.
2. That's five points.
3. Buy me a house and keep the rest
4. He shot both of them.
5. It's funny.
6. Halloween party
7. Before school started
8. Long as you bring it back
9. He had his mouth open.
10. She didn't want to frighten them.
11. I don't understand that.
12. I feel like going up there and work in them.
13. Ride
14. Fifty cents
15. Then it turn around real fast
16. It was that other song.
17. You can go into second.
18. All except you
19. Hide and go seek
20. We play kickball right there.

SEC Test Items

Session 1

1. Do you like to drink out of paper cups?
2. House
3. Yellow
4. Vacuum cleaners
5. Telephone
6. My papers and pencils are in the desk.
7. Which one's bigger?
8. I play tennis.
9. Shotgun
10. Scissors
11. Have you been through the plant?
12. He's going to stay up in the mountains for a while.
13. Matches
14. Church
15. Pencil
16. Two turtles
17. High school
18. She goes to beauty school.
19. Barber shop
20. Hobby shop

SEC Test Items

Session 2

1. Suitcase
2. Three sisters and two brothers
3. Do you have any hobbies?
4. And he has a cowboy hat on
5. For a hike
6. Shovel
7. Rabbit
8. Collecting rocks
9. A lot of stuff in it
10. And he's walking
11. A book
12. Flag
13. Christmas tree
14. We have a TV.
15. They have a castle in England.
16. And they do all kinds of funny things
17. Toys
18. Cowboy hat
19. A wagon
20. Knife

SEC Test Items

Session 3

1. Chicken
2. Car
3. My two brothers
4. And I like swimming
5. And I went to Disneyland
6. I fly in a jet by myself.
7. We talked.
8. I usually read a comic book or something.
9. He owns a restaurant.
10. That he thinks he'll need
11. Food
12. Water
13. Zipper
14. It's got cartoons.
15. And he's running away
16. He's got a mean face.
17. A canteen
18. I used to make some soap boxes.
19. Well these three men, they're real funny.
20. And he was trying to find her

SEC Test Items

Session 4

1. Wagon
2. Lamp
3. Feather
4. Well I have six in my family.
5. My sister and I have the same books.
6. A rock collection
7. He's pulling a wagon.
8. A can of beans
9. And some different boxes
10. He's a body man.
11. She teaches second grade.
12. She's thirteen.
13. He's putting on his hat.
14. Orange
15. Bathtub
16. Jumping rope
17. We're happy together.
18. He has a car
19. Just walking out of the house
20. He looks mad.

# APPENDIX H

# TRAINING SESSION WORD RECOGNITION TEST INSTRUCTIONS AND SAMPLE RESPONSE FORM

NOTES

Speech 305 seeks to improve the communication skills of students. While class instruction focuses on the performance aspects of the speech act, this instruction must be supplemented by training in speech comprehension and listening.

The modules which follow have been designed to sharpen students' skills in understanding speech patterns different from their own. You should listen carefully to the samples which follow in order to improve your comprehension of that speech.

After listening to approximately 15 minutes of recorded conversation, the instructor will play a series of words, phrases, or sentences. Your task is to write the word, phrase, or sentence that you hear in the appropriate space. Be sure you write the entire word, phrase, or sentence that you hear or think you hear, or any portion that you understand.

This procedure will be repeated immediately after the first test. That is, you will hear another 15 minutes of conversation and then identify the words.

IT IS IMPORTANT THAT YOU LISTEN CAREFULLY TO THE SAMPLES IN ORDER TO PICK UP CUES HELPFUL IN UNDERSTANDING THESE SPEECH PATTERNS IN ORDER TO RECEIVE THE FULL BENEFIT OF THE LISTENING SESSIONS.

NAME _____ SESSION _____

GROUP _____ SCORE _____

WRITE THE WORD, PHRASE, OR SENTENCE, OR ANY PORTION THAT YOU UNDERSTAND IN THE APPROPRIATE SPACE BELOW.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

**********

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

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